

## “Actionable” Strategies for Asking a Series of Probing Questions

Actionable Assessment Cycle Stages	Questioning Strategies	Primary Purpose	Look Fors: Students answer, investigate, and generate questions	Implied Rigor/ DOK? Are reasoning and supporting evidence required?
<b>1. Clarify learning targets.</b>	Essential questions and enduring understandings	Frame a unit of study or plan a lesson focus.	<ul style="list-style-type: none"> <li>• What makes an artist, a musician, or a dancer great?</li> <li>• What makes a message or an argument compelling?</li> <li>• Why should governments have a balance of power?</li> </ul>	
	Driving questions	Launch project-based learning (PBL).	<ul style="list-style-type: none"> <li>• How can we take action about _____ and share what we’ve learned?</li> </ul>	
<b>2. Embed short-cycle formative tasks.</b>	Think-pair-share and think-pair-square	Reinforce and solidify learning; prepare for discussion.	<ul style="list-style-type: none"> <li>• Do you agree? Why or why not?</li> <li>• Can you find an error or a design flaw?</li> </ul>	
	Turn-and-talk frames	Reinforce and solidify learning (vocabulary, language, math skills).	<ul style="list-style-type: none"> <li>• What are three examples of _____?</li> <li>• What was most difficult and why?</li> <li>• Can you draw it?</li> </ul>	
	Wonder walls	Respond to topics, interests, data, artifacts, photos, current events, and so on.	<ul style="list-style-type: none"> <li>• What would you like to know?</li> <li>• What are you curious about?</li> </ul>	
	Know, Wonder, How, Learn (KWHL)	Generate background knowledge and interest related to a topic.	<ul style="list-style-type: none"> <li>• What do I already know?</li> <li>• What do I want to know?</li> <li>• How can I find out more?</li> <li>• What did I learn?</li> </ul>	
	Word clouds	Identify differing perspectives; explore and interpret related ideas.	<ul style="list-style-type: none"> <li>• How do you feel about this?</li> <li>• What is the main reason why?</li> <li>• What phrase sums up the theme?</li> </ul>	
	Funnel questions	Ask related questions that drill down to build a knowledge base, with each question building on the previous response.	<ul style="list-style-type: none"> <li>• Did this event take place before _____?</li> <li>• Did it take place in our country?</li> <li>• What event led up to or caused this to happen?</li> </ul>	
	Media and artifact search	Practice research skills; locate sources and document supporting evidence.	<ul style="list-style-type: none"> <li>• What event (or who) is depicted?</li> <li>• What year do you think this occurred?</li> <li>• Can you find at least three supporting sources for your ideas?</li> </ul>	

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<b>3. Uncover thinking and document evidence of learning.</b>	Hinge questions	Build questions (procedural, factual, conceptual) into lesson plans to determine whether students are ready to move forward.	<ul style="list-style-type: none"> <li>• Which is a true statement about photosynthesis?</li> <li>• Why do you need to combine like terms before ____?</li> </ul>	
	Send a question	Review learning with student-generated questions (and answers); peer teaching.	<ul style="list-style-type: none"> <li>• Which solution is correct? Can you prove it?</li> <li>• Is the claim supported by ____?</li> </ul>	
	Would you rather? This or that?	Develop concepts, apply background knowledge and supporting reasoning or evidence.	<ul style="list-style-type: none"> <li>• Which do you choose? Explain your reasoning.</li> </ul>	
	Picture talks and math talks	Practice explaining reasoning, making connections to concepts.	<ul style="list-style-type: none"> <li>• Does this scene depict one-point perspective? Why or why not?</li> <li>• Can you write an equation for this relationship?</li> </ul>	
	Formative assessment probes	Develop concepts and misconceptions; apply reasoning using supporting evidence.	<ul style="list-style-type: none"> <li>• Which interpretation of the graph is accurate and why?</li> <li>• Which examples describe chemical changes? How do you know?</li> </ul>	
	Four corners Inside-outside circles Value lines Barometer	Practice collaborative discourse when confronting controversial topics or issues; building arguments and counterarguments.	<ul style="list-style-type: none"> <li>• How strongly do you agree with this statement?</li> <li>• With whose opinion in this article do you most agree?</li> </ul>	
	Question sequencing	Initially respond to and interpret texts.	<ul style="list-style-type: none"> <li>• Can you react to the text on a personal level?</li> <li>• What is the author's message or theme?</li> <li>• How is the text structured?</li> </ul>	
	Socratic circles	Practice collaborative discourse, identify multiple perspectives; support reasoning with evidence; provide peer feedback.	<ul style="list-style-type: none"> <li>• How can you verify or disprove that assumption?</li> <li>• What are you implying?</li> <li>• What would be an alternative?</li> </ul>	

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<b>4. Interpret evidence and frame feedback.</b> <i>and</i> <b>5. Determine next steps to advance learning.</b>	Metacognitive task cards	Provide self- or peer metacognitive prompts.	<ul style="list-style-type: none"> <li>• What connections are you making?</li> <li>• What is your group’s plan and roles?</li> <li>• What new ideas or questions as this raised for you?</li> </ul>	
	5-minute writing conferences	Practice self-reflection, self-assessment, goal setting	<ul style="list-style-type: none"> <li>• What score would you give _____ and why?</li> <li>• How would you like to improve?</li> </ul>	
	Online conferencing	Have peers give and receive feedback while working on projects.	<ul style="list-style-type: none"> <li>• Can you clarify that?</li> <li>• Is this what you mean?</li> <li>• Can you provide an example?</li> </ul>	
<b>6. Use performance tasks to assess transfer and deepen learning.</b>	Problem-based performance tasks	Create a scenario or challenge with options for student choice and voice.	<ul style="list-style-type: none"> <li>• What resources are available for working on this challenge?</li> <li>• What final product or performance will demonstrate what we’ve learned?</li> </ul>	
	Inquiry-based learning	Ask teams to use driving questions to initiate investigations.	<ul style="list-style-type: none"> <li>• How can we share what we’ve learned about _____ with an authentic audience?</li> </ul>	
	Genius Hour	Ask for student-generated questions to guide investigations.	<ul style="list-style-type: none"> <li>• What am I curious about?</li> <li>• What do I want to learn?</li> <li>• How can I _____?</li> </ul>	

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	Driving questions	Launch project-based learning (PBL).	<ul style="list-style-type: none"> <li>How can we take action about _____ and share what we’ve learned?</li> </ul>	DOK 3 or 4 – strategize/plan; investigate; present findings
<b>2. Embed short-cycle formative tasks.</b>	Think-pair-share and think-pair-square	Reinforce and solidify learning; prepare for discussion.	<ul style="list-style-type: none"> <li>Do you agree? Why or why not?</li> <li>Can you find an error or a design flaw?</li> </ul>	DOK 2 – explain reasons DOK 3 – prove why this is /is not ___ using evidence
	Turn-and-talk frames	Reinforce and solidify learning (vocabulary, language, math skills).	<ul style="list-style-type: none"> <li>What are three examples of _____?</li> <li>What was most difficult and why?</li> <li>Can you draw it?</li> </ul>	DOK 1 – identify; do something routine DOK 2 – explain reasons; make connections
	Wonder walls	Respond to topics, interests, data, artifacts, photos, current events, and so on.	<ul style="list-style-type: none"> <li>What would you like to know?</li> <li>What are you curious about?</li> </ul>	DOK 1 – recall; brainstorm DOK 2 – conjecture; make connections
	Know, Wonder, How, Learn (KWHL)	Generate background knowledge and interest related to a topic.	<ul style="list-style-type: none"> <li>What do I already know?</li> <li>What do I want to know?</li> <li>How can I find out more?</li> <li>What did I learn?</li> </ul>	DOK 1 – recall; brainstorm DOK 2 – conjecture; make connections DOK 3 – develop a plan; reflect, use examples of learning
	Word clouds	Identify differing perspectives; explore and interpret related ideas.	<ul style="list-style-type: none"> <li>How do you feel about this?</li> <li>What is the main reason why?</li> <li>What phrase sums up the theme?</li> </ul>	DOK 1 – state opinion DOK 2 – explain reasons DOK 3 – interpret inferences or patterns using supporting evidence, reasoning, background
	Funnel questions	Ask related questions that drill down to build a knowledge base, with each question building on the previous response.	<ul style="list-style-type: none"> <li>Did this event take place before _____?</li> <li>Did it take place in our country?</li> <li>What event led up to or caused this to happen?</li> </ul>	DOK 1 – recall; locate info DOK 2 – sequence events; identify patterns DOK 3 – interpret patterns using supporting evidence, reasoning, background knowledge

	Media and artifact search	Practice research skills; locate sources and document supporting evidence.	<ul style="list-style-type: none"> <li>• What event (or who) is depicted?</li> <li>• What year do you think this occurred?</li> <li>• Can you find at least three supporting sources for your ideas?</li> </ul>	<p>DOK 1 – recall; brainstorm</p> <p>DOK 2 – conjecture; make connections</p> <p>DOK 3 – interpret using supporting evidence, reasoning</p> <p>DOK 4 – triangulate sources</p>
<b>Actionable Assessment Cycle Stages</b>	<b>Questioning Strategies</b>	<b>Primary Purpose</b>	<b>Look Fors:</b> <b>Students answer, investigate, and generate questions</b>	<b>Implied Rigor/ DOK?</b> <b>Are reasoning /supporting evidence required?</b>
<b>3. Uncover thinking and document evidence of learning.</b>	Hinge questions	Build questions (procedural, factual, conceptual) into lesson plans to determine whether students are ready to move forward.	<ul style="list-style-type: none"> <li>• Which is a true statement about photosynthesis?</li> <li>• Why do you need to combine like terms before ____?</li> </ul>	DOK 2 – conjecture; make connections; explain
	Send a question	Review learning with student-generated questions (and answers); peer teaching.	<ul style="list-style-type: none"> <li>• Which solution is correct? Can you prove it?</li> <li>• Is the claim supported by ____?</li> </ul>	DOK 2 – conjecture; make connections DOK 3 – use reasoning and supporting evidence
	Would you rather? This or that?	Develop concepts, apply background knowledge and supporting reasoning or evidence.	<ul style="list-style-type: none"> <li>• Which do you choose? Explain your reasoning.</li> </ul>	DOK 2 – conjecture; make connections; explain DOK 3 – use reasoning and supporting evidence to explain thinking
	Picture talks and math talks	Practice explaining reasoning, making connections to concepts.	<ul style="list-style-type: none"> <li>• Does this scene depict one-point perspective? Why or why not?</li> <li>• Can you write an equation for this relationship?</li> </ul>	DOK 1 –represent relationships DOK 2 – conjecture; make connections; explain
	Formative assessment probes	Develop concepts and misconceptions; apply reasoning using supporting evidence.	<ul style="list-style-type: none"> <li>• Which interpretation of the graph is accurate and why?</li> <li>• Which examples describe chemical changes? How do you know?</li> </ul>	DOK 2 – conjecture; make connections; explain DOK 3 – use reasoning and supporting evidence to explain thinking
	Four corners Inside-outside circles Value lines Barometer	Practice collaborative discourse when confronting controversial topics or issues; building arguments and counterarguments.	<ul style="list-style-type: none"> <li>• How strongly do you agree with this statement?</li> <li>• With whose opinion in this article do you most agree?</li> </ul>	DOK 2 – conjecture; make connections; explain DOK 3 – use reasoning and supporting evidence to explain thinking

	Question sequencing	Initially respond to and interpret texts.	<ul style="list-style-type: none"> <li>• Can you react to the text on a personal level?</li> <li>• What is the author’s message or theme?</li> <li>• How is the text structured?</li> </ul>	DOK 2 – make connections; explain; identify structure DOK 3 – use reasoning and supporting evidence to explain thinking
	Socratic circles	Practice collaborative discourse, identify multiple perspectives; support reasoning with evidence; provide peer feedback.	<ul style="list-style-type: none"> <li>• How can you verify or disprove that assumption?</li> <li>• What are you implying?</li> <li>• What would be an alternative?</li> </ul>	DOK 2 – conjecture; make connections; explain DOK 3 or 4 – use reasoning and supporting evidence to explain thinking
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	5-minute writing conferences  Online conferencing	Practice self-reflection, self-assessment, goal setting	<ul style="list-style-type: none"> <li>• What score would you give ____ and why?</li> <li>• How would you like to improve?</li> </ul>	DOK 2 – conjecture; make connections DOK 3 – use reasoning and supporting evidence to explain thinking
	20-minute peer feedback system	Have peers give and receive feedback while working on projects.	<ul style="list-style-type: none"> <li>• Can you clarify that?</li> <li>• Is this what you mean?</li> <li>• Can you provide an example?</li> </ul>	DOK 2 – make connections; explain; provide examples, details
<b>6. Use performance tasks to assess transfer and deepen learning.</b>	Problem-based performance tasks	Create a scenario or challenge with options for student choice and voice.	<ul style="list-style-type: none"> <li>• What resources are available for working on this challenge?</li> <li>• What final product or performance will demonstrate what we’ve learned?</li> </ul>	DOK 2 – make connections; explain; provide examples DOK 3 or 4 – strategize/plan; investigate; present findings
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