

Eliciting Evidence: Instructional Routines and Questioning Strategies

Five Instructional Routines for Eliciting Evidence

1. **Activating prior knowledge:** Knowledge activation routines help students make connections between what they know and what they are learning.
 2. **Academic dialogue:** When students talk, teachers can better understand what students know, the strategies they are using, and how they are thinking about the content.
 3. **Questioning:** Plan questions in advance of the lesson and use questions to engage in assessment conversations.
 4. **Observation and analysis of student work:** Using multiple representations of learning helps teachers understand a more complete picture of each student's understanding.
 5. **Peer feedback and self-assessment:** Structure opportunities for student to learn how to effectively provide peer feedback and engage in self-assessment.
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Five Questioning Strategies for Eliciting Evidence

1. **Sequence questions:** Questions that address appropriate cognitive demands at different points in the question prompt student thinking at key points in the lesson.
2. **Assessment conversations:** When students engage in questions that offer them opportunities to clarify and explain their thinking, teachers and students gain insight into student reasoning.
3. **Uncover misconceptions:** Questions that engage students in exploring misconceptions benefit the learning culture and can strengthen practices through which students learn from errors.
4. **Wait time before and after responding:** Pausing to provide time for student thinking both before students respond to questions and after a response deepens complexity of student responses and increases teacher's effective use of questioning.
5. **Question stems:** Modeling and scaffolding the use of question stems with students with students is a first step towards developing students' capacity to lead effective questioning routines during student discourse and peer feedback.