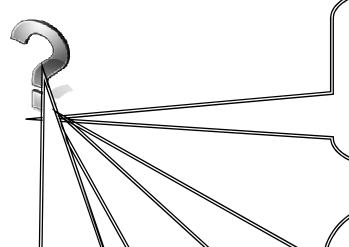# Formative Assessment Strategies:
Using Effective Questioning Techniques

Promoting Student Participation

- Response cards: index cards, signs, dry-erase boards, magnetic boards held up simultaneously by students to indicate their response to a question
- Hand signals
- Exit cards
- Audience response systems: Hand-held devices

Helping Students Who Respond Incorrectly

- Cue: Use symbols, words, or phrases to help student recall.
- Clue: Use overt reminders such as "Starts with …"
- Probe: Look for reasoning behind an incorrect response or ask for clarity when the response is incomplete.
- Rephrase: Pose the same question in different words.
- Redirect: Pose the same question to a different student.
- Hold accountable later: Later in the lesson, check back with the student who responded incorrectly to make sure that he or she has the correct answer.

From *Quality Questioning: Research-based Practice to Engage Every Learner*, by J.A. Walsh and B.D. Sattes, 2005, Thousand Oaks, CA: Corwin Press

Engaging Students in Deeper Thinking

- Higher-level questioning (question stems: Bloom, Marzano)
- Wait time
- Greater number of questions
- Nonverbal support
- Increased number of individual student responses
- Follow-up questions
- Richer evidence of student understanding
- Reciprocal questioning: Students ask and answer questions as they read
- Socratic seminar

Constructing Effective Questions

QUILT: Questioning and Understanding to Improve Learning and Thinking

- Prepare the question
- Present the question
- Prompt student responses
- Process student responses
- Reflection on questioning practices

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Adapted from Douglas Fisher and Nancy Frey, *Checking for Understanding*, ASCD 2007

Formative Assessment Strategies:
Using Evidence of Student Learning

Writing

- Writing-to-learn assignments

- Interactive writing

- Read – Write – Pair – Share

- Summary writing

- RAFT (Role, Audience, Format, Topic)

- Graphic organizers

Common Assessments

- Use of data to improve student achievement

- Improved understanding of content standards

- Analysis of student responses

- Intervention when students do not understand content

- Systems for teachers to engage with peers and administrators and systematically look at student work, support each other, work in collaborative groups, and plan effective instruction

- Increased understanding of how the standards are assessed

Projects and Performances

- Project-based and problem-based assignments

- Rubrics as instructional tools

- Readers' theater

- Multi-media presentations

- Electronic and paper portfolios reflecting a student's process of learning

- Visual displays of information, graphic organizers, non-linguistic representations

- Public performances

- Increased opportunities for differentiated products incorporating student choice and/or student interest

Tests

- Multiple choice
- Short answer
- True-or-False
- Essays

Oral Language: Focus on Speaking and Listening

- Modeling thinking and comprehension strategies

- Number of retellings (summary)

- Noting nonverbal cues

- Discussions and information from multiple perspectives

- Awareness of poverty, language, perceived skill level, and gender differences

- Think – Pair – Share

- Accountable talk with a partner:
  - stay on topic
  - use accurate and appropriate information
  - think deeply about what partner has to say

- Unpacking of thinking by students

- Increased opportunities for students to speak and interact

- Increased formal and extemporaneous presentations

Adapted from Douglas Fisher and Nancy Frey, *Checking for Understanding*, ASCD