

Increasing Student Response Rate

Questioning Strategies to Engage All Learners

1. Cold Call

- Name the question before identifying students to answer it.
- Call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards.
- Scaffold the questions from simple to increasingly complex, probing for deeper explanations.
- Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student's been called on, he or she is part of the continued conversation and class thinking.

2. No Opt Out

- Require all students to correctly answer questions posed to them.
- Always follow incorrect or partial answers from students by giving the correct answer themselves, cold calling other students, taking a correct answer from students with hands raised, cold calling other students until the right answer is given, and then returning to any student who gave an incorrect or partial answer for complete and correct responses.

3. Think or Ink-Pair-Share

- Students are given a short and specific timeframe (1-2 minutes) to **think** or **ink** (write) freely to briefly process their understanding/opinion of a text selection, discussion question or topic.
- Students then share their thinking or writing with a peer for another short and specific timeframe (e.g. 1 minute each).
- Finally the teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify student ideas.

4. Turn and Talk

- When prompted, students turn to a shoulder buddy or neighbor and in a set amount of time, share their ideas about a prompt or question posed by the teacher or other students. Depending on the goals of the lesson and the nature of the Turn and Talk, students may share some key ideas from their discussions with the class.
- What are the most important ideas to remember?
- What are some of the details related to each idea?
- What questions do we need to ask so that we can understand this information better?
- How is this information related to something else we know?

5. Go-around

- When a one- or two-word answer can reveal student thinking, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room.

6. Whiteboards

- Students have small white boards at their desks or tables and write their ideas/thinking/answers down and hold up their boards for teacher and/or peer scanning.

7. Hot Seat

- The teacher places key questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

8. Fist-to-Five or Thumb-Ometer

- To show degree of agreement or commonalities in ideas, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

9. Human Bar Graph

- Identify a range of answers to a question or prompt as labels for 3-4 adjacent lines. Students then form a human bar graph by standing in the line that best represents their answer to the question(s) posed.

10. Four Corners

- Students form four groups (vary the number based on your purpose) based on commonalities in their responses to a question posed. In those groups students discuss their thinking and one student shares their ideas with the class. Students in other groups/corners move to that corner if they change their thinking based on what they hear.
- The corner choices might include 'I strongly agree,' to 'I strongly disagree,' to 'in between.'

11. 5 Finger Wrap-up

- Recall five things discussed in class, and rank them in importance from most relevant to least relevant.

12. Predictions

- Considering what we discussed in class today, what might we do tomorrow?

13. Teacher Takeover

- How might you have taught today's lesson if you were the teacher?

14. 3-2-1

- Three (3) Things you found out
- Two (2) Interesting things
- One (1) Question you still have

15. New Clothes

- Take a given topic - thesis statements, push-pull factors, the scientific process, etc... and describe how it can be used in some way other than how you've been taught.

16. Do's & Don'ts

- List three (3) Do's and three (3) Don'ts when using, applying, relating to the content (e.g., 3 Do's and Don'ts for solving an equation).

17. Circular Check

- Students in groups are given a problem with a definite answer (good for math & science). First student completes first step without contribution from other in group and passes it to the next student. Second student corrects any mistakes and completes next step, again without input from the group. Problem gets passed to next student and the process continues until the group has the correct answer.

18. Cause/Effect

- What is the cause/effect relationship between A and B?

19. Self-Assessment Rubric

- How would you rate your current level of understanding of what we did today? Score yourself a '3' if you understand everything we did and can even think of ways to use this learning. Score yourself a '2' if you understand everything we did but can't think of how you would use this information right now. Score yourself a '1' if you understand some of what we did today but are confused about some important parts. Put a '0' if you understand very little of what we did today or are completely lost.

20. Venn Diagram

- Compare/Contrast a given topic to a tangent topic.

21. Analogy Prompt

- Present students with an analogy prompt: "A designated concept, principle, or process is like _____ because _____."

22. Misconception Check

- Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why.

23. 3-Minute Pause

- Students stop and reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.
- "I changed my attitude about..."
- "I empathized with..."
- "I related to..."
- "I became more aware of..."

24. Manipulative Techniques

- In this technique, students demonstrate their understanding of relationships and organization that relate to the objective. Often, teachers will give students a list of items to place in order, arrange in a Venn diagram, place in the correct column, or group according to a common attribute.

25. RSQC2

- In two minutes, students recall and list in rank order the most important ideas from a previous day's class; more minutes, they summarize those in two points in a single sentence, then write one major question they want answered, then identify a thread or theme to connect this material to the course's major goal. Add an additional comment, if desired.

26. Windshield Check

- Clear = I get it!
- Bugs = I get it for the most part, but some things are still unclear.
- Mud = I still don't get it!

27. Response Systems

- Index cards, signs, whiteboards, red cups/green cups, or other items are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher.

28. Draw It Out

- Students draw something that makes a connection to the previous day's lesson.

29. Thumbs

- Thumbs up indicates, "I understand and can explain."
- Thumbs sideways means, "I am not completely sure."
- Thumbs down signals, "I do not yet understand."

30. Inside-Outside Circle

- Inside and outside circles of students face each other. Within each pair of facing moves to create new pairs. Repeat students.
- Students quiz each other with questions they have written. Outside circle.

31. Top Three

- Ask three questions about the topic, then rank them in terms of their importance/value.

32. I Have, Who Has?

- One student has the question and the other has the answer. They move around the room until they locate their partner.