

Planning for Higher-Level Questioning

- Plan the questions:** Consider the questions you are planning to use in an upcoming classroom activity. Use Student's readiness (vertical) to analyze each and place it in the appropriate think on the chart. When you have placed all your questions, note think that have insufficient numbers of questions. Give special attention to the think at the upper range of the measure. Create additional questions for these think.
- Plan the delivery:** Consider the readiness level of your students. Identify the appropriate starting level for questioning each student. List the students at the appropriate think.
- Extend the questioning:** Consider how the questions in each think might be extended with probing and follow-up questions that extend students to a higher level of thinking. Make notes in purple (or red) to do this.

Remember	Understand	Apply
<p>Questions</p> <p>Exceeded Student</p> <p>Probe and Extend</p>	<p>Questions</p> <p>Exceeded Student</p> <p>Probe and Extend</p>	<p>Questions</p> <p>Exceeded Student</p> <p>Probe and Extend</p>
Analyze	Evaluate	Create
<p>Questions</p> <p>Exceeded Student</p> <p>Probe and Extend</p>	<p>Questions</p> <p>Exceeded Student</p> <p>Probe and Extend</p>	<p>Questions</p> <p>Exceeded Student</p> <p>Probe and Extend</p>