

TEACH 7: DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING				
	Highly Effective	Effective	Minimally Effective	Ineffective
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>
Questions & Tasks	The teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop all students' higher-level understanding.	The teacher asks questions that push almost all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop almost all students' higher-level understanding. For example, the teacher might ask questions or pose tasks that are open-ended with multiple pathways that could lead to a solution; a teacher might engage students in a close reading of a complex text; or the teacher's questions or tasks might require students to generate or test ideas or hypotheses, apply prior knowledge to a new context to develop a position or construct a solution, or synthesize pieces of information in order to create new meaning.	The teacher asks questions that push most students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop most students' higher-level understanding.	The teacher does not ask questions that push most students' thinking; or, when appropriate, the teacher does not pose tasks that are increasingly complex that develop most students' higher-level understanding.
Support	After posing a question or task, the teacher always uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the teacher almost always uses appropriate strategies to ensure that students move toward higher-level understanding. For example, when students provide limited responses to questions, the teacher uses progressively challenging questions to develop higher-level understanding, or the teacher provides appropriate wait time after asking higher-level questions.*	After posing a question or task, the teacher sometimes uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the teacher rarely or never uses appropriate strategies to ensure that students move toward higher-level understanding.
Meaningful Response	Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.**	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.** Students might provide meaningful verbal or written responses to questions during group discussions, stop 'n' jots, turn-and-talks, stations or centers, or on worksheets or handouts.	Some students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.**	Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.**

* In some cases, it is not appropriate for the teacher to persist in using these strategies with individual students (e.g., when the teacher has provided considerable wait time or progressively challenging follow-up questions to support a particular student, but would risk embarrassing the student by continuing after a certain point). In these instances, it would be appropriate for the teacher to move on and to return to the student at a later point.

** Observers should consider the point in the school year when assessing student responses. For example, in September the teacher might be building an initial skill set with students who previously were not accustomed to answering higher-level questions with meaningful responses.

1. While many questions that develop higher-level understanding include verbs at high levels of Bloom's Taxonomy, some questions at lower levels of Bloom's can effectively develop students' higher-level understanding and should be credited as such. For example, when first introducing a complex text, the teacher might ask students to respond to lower-level questions to develop their understanding of the text. (See Appendix B of the Common Core ELA Standards for grade-level exemplars of complex text).
2. At some points in the lesson, it is not appropriate to ask questions to develop higher-level understanding (e.g., when students are rehearsing a basic skill). The teacher should not be penalized for not developing higher-level understanding during these portions of the lesson. However, over the course of every 30-minute observation, there should be some opportunities to ask questions that develop higher-level understanding.
3. Observers should consider both verbal and written questions when assessing the first row in this standard.