

A photograph of a classroom scene. A teacher, a woman in a purple top, stands at the front of the room facing a group of students. The students are seated at wooden desks, seen from behind. A green chalkboard is visible in the background with some faint writing. The image is partially covered by a semi-transparent teal rectangle containing the title and author information.

Effective Questioning That Creates Engaging Lessons

Ruth Schackmann, M.Ed.

Farmers Branch, Texas



Our Challenge

Best practices

Increased expectations

- ✓ State Tests (STAAR)
- ✓ State Standards (TEKS)
- ✓ Observation/Evaluation
- ✓ ???

Center for Instructional Innovation and Assessment

Domain	Teacher-centered	Learner-centered
Knowledge	Transmitted from instructor	Constructed by students
Student participation	Passive	Active
Role of professor	Leader/authority	Facilitator/partner in learning
Role of assessment	Few tests, mainly for grading	Many tests, for ongoing feedback
Emphasis	Learning correct answers	Developing deeper understanding
Assessment method	Unidimensional testing	Multidimensional products
Academic culture	Competitive, individualistic	Collaborative, supportive

Western Washington University
http://pandora.cii.wvu.edu/cii/resources/outcomes/best_practices.asp

Our Learning Target

Today we will understand how to identify MAP[®] Class by RIT ranges and turn them into daily formative questions that create dynamic, measurable student learning in our classrooms.



Our Learning Target

Today we will understand how to identify **MAP[®] Class by RIT ranges** and turn them into daily formative questions that create dynamic, measurable student learning in our classrooms.



MAP Fall

Schackmann, Ruth

Reading Survey w/ Goals 6+ TX V5

Class By RIT

	<201	201- 210	211- 220	221-230	231-240	241-250	251+
Informational Concepts			Dawn (208) Giselle (213) Erica (216)	Chaz (221) Hector (225) Melanie (226) Kendra (227) Nick (230) Raul (232) Jackie (236)	Fannely (234) Iris (234) Bonnie (235)		
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MAP Fall

Schackmann, Ruth

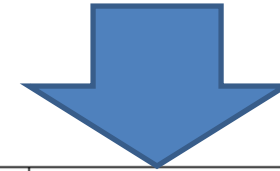
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Our Learning Target

Today we will understand how to identify MAP[®] Class by RIT ranges and **turn them into daily formative questions** that create dynamic, measurable student learning in our classrooms.

Maxing Out Individualized Questions



DesCartes

Unique student need differentiation

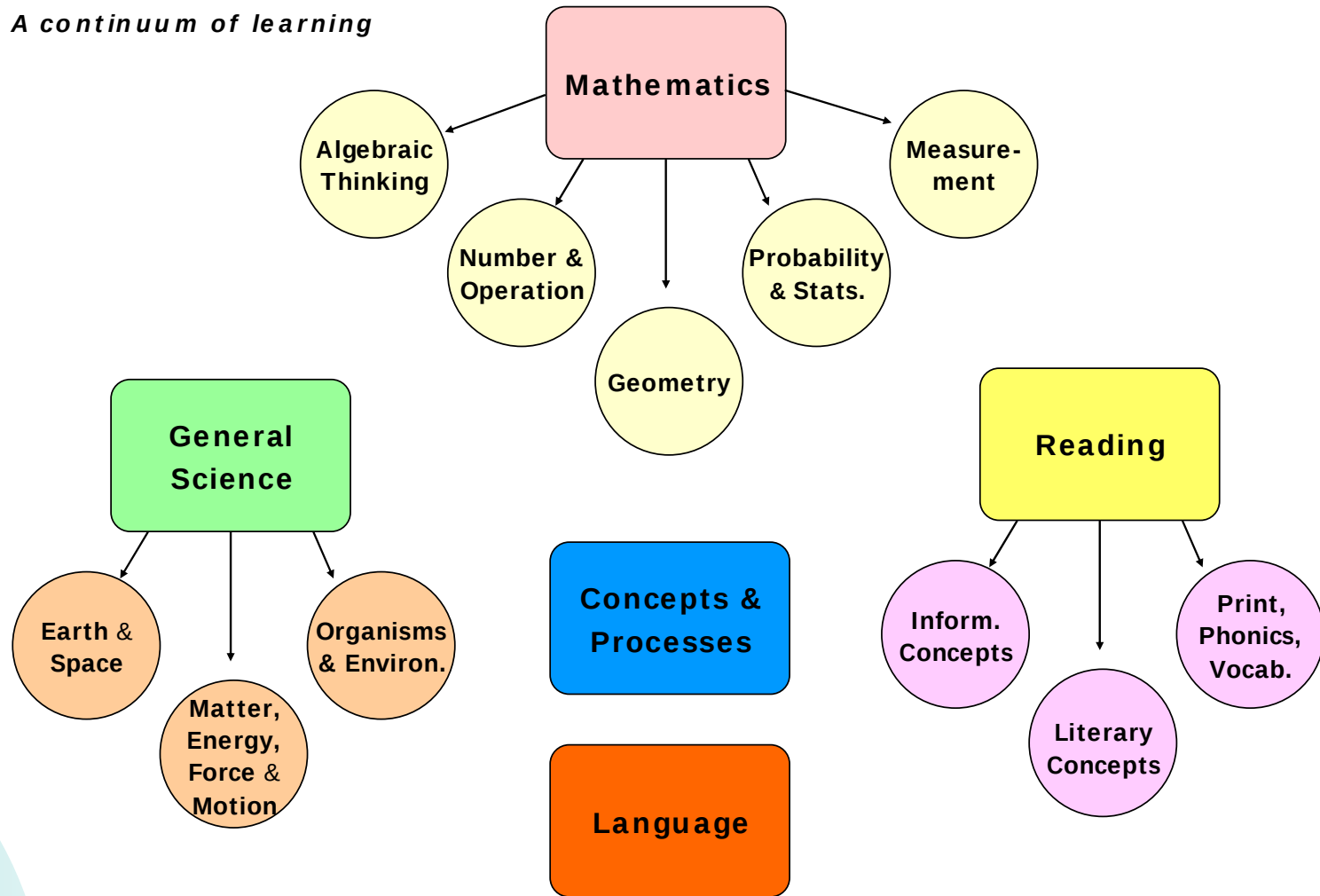
Targeted level questions

Documents formative assessment

NWEA

DesCartes

A continuum of learning



MAP Fall

Schackmann, Ruth

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MAP Fall

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Literary
Concepts

DesCartes
(Combined)

Subject:
READING

Goal:
**LITERARY
CONCEPTS**

30 Pages

DesCartes: A Continuum of Learning®

Reading
Goal: Literary Concepts

RIT Score Range: 221 - 230
Statements Last Updated: Aug 7, 2012

Skills and concepts to Enhance (73% Probability*) 211 - 220	Skills and Concepts to Develop (50% Probability*) 221 - 230	Skills and Concepts to Introduce (27% Probability*) 231 - 240
Identify Theme, Genre, and Detail - Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used) - Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary - Summarizes information in literary text with extensive dialogue - Summarizes information in literary text based on supporting details - Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) - Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences - Analyzes how detail is used in a literary text to set the scene - Describes contrasts made among characters in literary texts (1-10 complex paragraphs) - Classifies literary text as folk tale - Classifies literary texts as science fiction	Identify Theme, Genre, and Detail - Summarizes information found in poetry - Locates information in long literary passages - Locates and paraphrases information found in literary text - Summarizes the plot of a story - Summarizes information in literary text based on supporting details - Evaluates complex literary passages to select the best summary - Identifies main idea in literary passages (1 to 3 paragraphs) - Analyzes poems to determine the main idea in literary text - Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) - Evaluates statements to choose the one which best represents the main idea of a poem (complex) - Describes contrasts made among characters in literary texts (1-10 complex paragraphs) - Compares characters in literary texts (1-10 complex paragraphs) - Compares poems to determine the common theme in literary text - Compares the tone of complex literary passages or poems - Identifies the characteristics of fables - Evaluates the relative importance of given themes in a literary story	Identify Theme, Genre, and Detail - Evaluates statements to choose the one which best represents the theme of a literary paragraph (complex) - Compares content/concepts described in literary passages (2 or more complex passages or poems) - Contrasts tone used in literary text (complex passages/ poems) - Evaluates statements to choose the one which best represents the theme of a parable or allegory
Analyze Structure/Elements of Fiction; Predict - Makes inferences from information found in literary text - Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text - Makes inferences from literary passages (1-3 paragraphs) - Makes inferences from information in complicated literary texts - Makes inferences in long literary passages - Infers the meaning of phrases found in literary text - Draws conclusions from literary text (3-5 paragraphs) - Defines genre - Classifies stories as fiction - Identifies the characteristics of historical fiction - Defines plot - Analyzes setting in literary texts - Describes how characters are developed in literary texts - Assesses character development in literary text - Infers the reason behind a character's actions - Evaluates character development in literary text	Analyze Structure/Elements of Fiction; Predict - Identifies first person point of view in a literary text - Infers using information in literary text - Infers a similar meaning in a literary text - Draws conclusions (term not used) by formulating questions using literary texts - Analyzes techniques used by an author to develop characters in literary text - Evaluates character development in literary text - Infers the qualities (emotional and/or physical) of a character based on information found in literary texts - Describes characteristics of a character from information found in simple literary text	Analyze Structure/Elements of Fiction; Predict - Makes inference about the author's use of figurative language in literary text - Analyzes how detail is used in a literary text to define character

Explanatory Notes

* All the large mid-range, this is the probability students we did correctly assess items measuring these concepts and skills. Both data item text items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT margins. Blank cells indicate data are limited or unavailable for this margin or data were not used.

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DesCartes (Combined) Subject: READING Goal: LITERARY CONCEPTS, NWEA

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DesCartes: A Continuum of Learning®

Reading
Goal: Literary Concepts

RIT Score Range: 221 - 230
Statements Last Updated: Aug 7, 2012

Skills and concepts to Enhance (73% Probability*) 211 - 220	Skills and Concepts to Develop (50% Probability*) 221 - 230	Skills and Concepts to Introduce (27% Probability*) 231 - 240
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DesCartes (Combined) Subject: READING Goal: LITERARY CONCEPTS, NWEA

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Skills and Concepts to Develop (50% Probability*) 211 — 220	Skills and Concepts to Introduce (27% Probability*) 221 — 230
Identify Theme, Genre and Detail Classifies literary text as folk tale - Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used) - Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary - Summarizes information in literary text with extensive dialogue - Summarizes information in literary text based on supporting details - Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) - Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences - Analyzes how detail is used in a literary text to set the scene - Describes contrasts made among characters in literary texts (1-10 complex paragraphs) - Classifies literary texts as science fiction	Identify Theme, Genre and Detail - Evaluates complex literary passages to select the best summary - Locates information in long literary passages - Locates and paraphrases information found in literary text - Summarizes the plot of a story - Summarizes information in literary text based on supporting details - Summarizes information found in poetry - Identifies main idea in literary passages (1 to 3 paragraphs) - Analyzes poems to determine the main idea in literary text - Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) - Evaluates statements to choose the one which best represents the main idea of a poem (complex) - Describes contrasts made among characters in literary texts (1-10 complex paragraphs) - Compares characters in literary texts (1-10 complex paragraphs) - Compares poems to determine the common theme in literary text - Compares the tone of complex literary passages or poems - Identifies the characteristics of fables - Evaluates the relative importance of given themes in a literary story

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Reading
Goal: Literary Concepts

RIT Score Range: 221 - 230
Statements Last Updated: Aug 7, 2012

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Educational Standards: Default Standards Version 2009

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DesCartes (Combined) Subject: READING Goal: LITERARY CONCEPTS, NWEA

MAP Fall

Schackmann, Ruth

Reading Survey w/ Goals 6+ TX V5

PRACTICE QUESTIONS

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Bloom's II Taxonomy

LEVEL I REMEMBERING	LEVEL II UNDERSTANDING
LEVEL III APPLYING	LEVEL IV ANALYZING
LEVEL V EVALUATING	LEVEL VI CREATING

Student Led Questions	Level 1 Knowledge	Level 2 Understanding	Level 3 Experience (Wisdom)
Details, Main Idea and Summary	Summarize this passage/ poem. What is a detail from the text?	Compare the main idea with other story or poem you know.	What is the best summary of this text? AND... How do you know?
Teacher Led Questions			
201-210	211-220	221-230	231-240
What is the best summary? Rephrase the main idea. What details support the main idea? What is a detail in the text?	What summary can you make from the dialogue? Summarize using the details. Which is the best main idea? What details support the main idea?	Give a summary of the poetry. Summarize the plot of the story. What is the best summary of this passage? Identify the main idea. What is the main idea of this poem /literary paragraph?	Why is ____ the best summary/ main idea? How would changing _____ affect the main idea?

Our Learning Target

Today we will understand how to identify MAP[®] Class by RIT ranges and turn them into daily formative questions that create dynamic, **measurable student learning** in our classrooms.





Why?
How?
So What?

MAP Fall

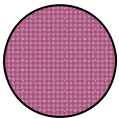
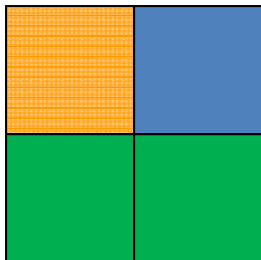
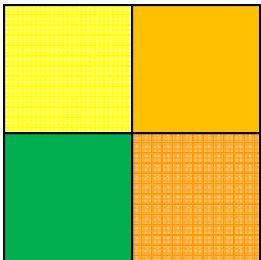
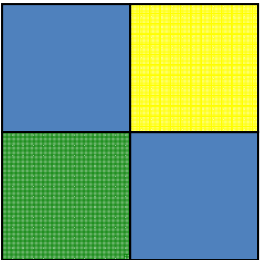
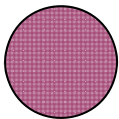
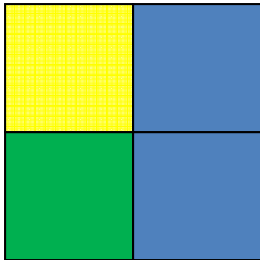
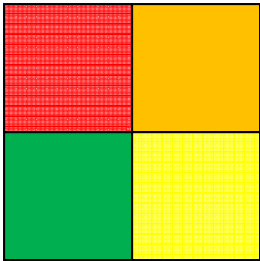
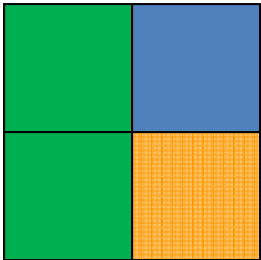
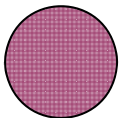
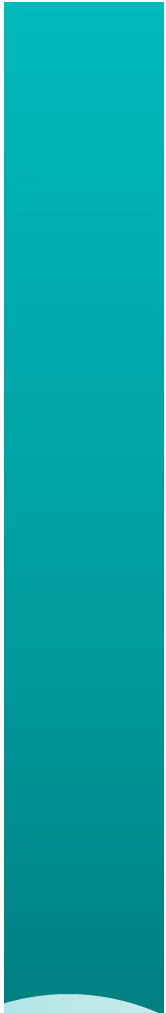
Schackmann, Ruth

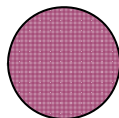
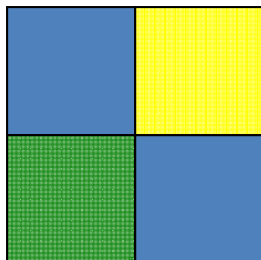
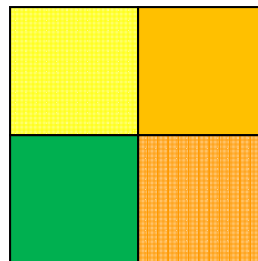
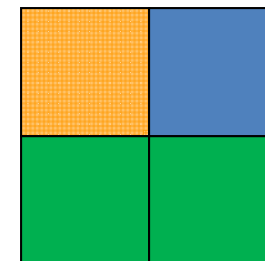
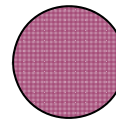
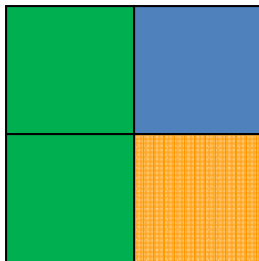
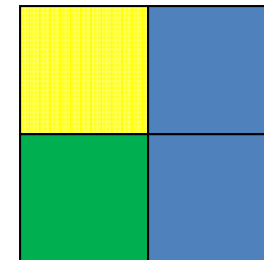
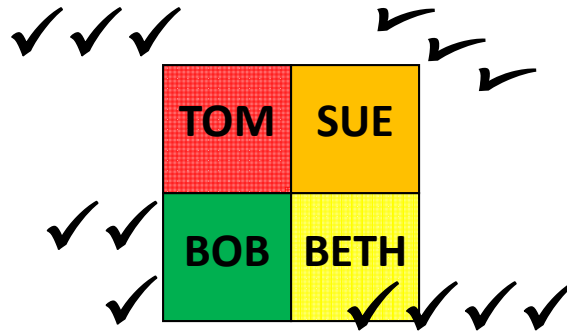
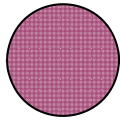
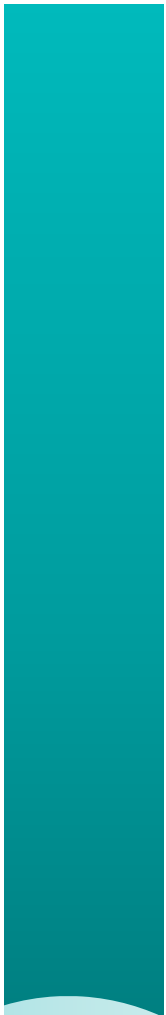
Reading Survey w/ Goals 6+ TX V5

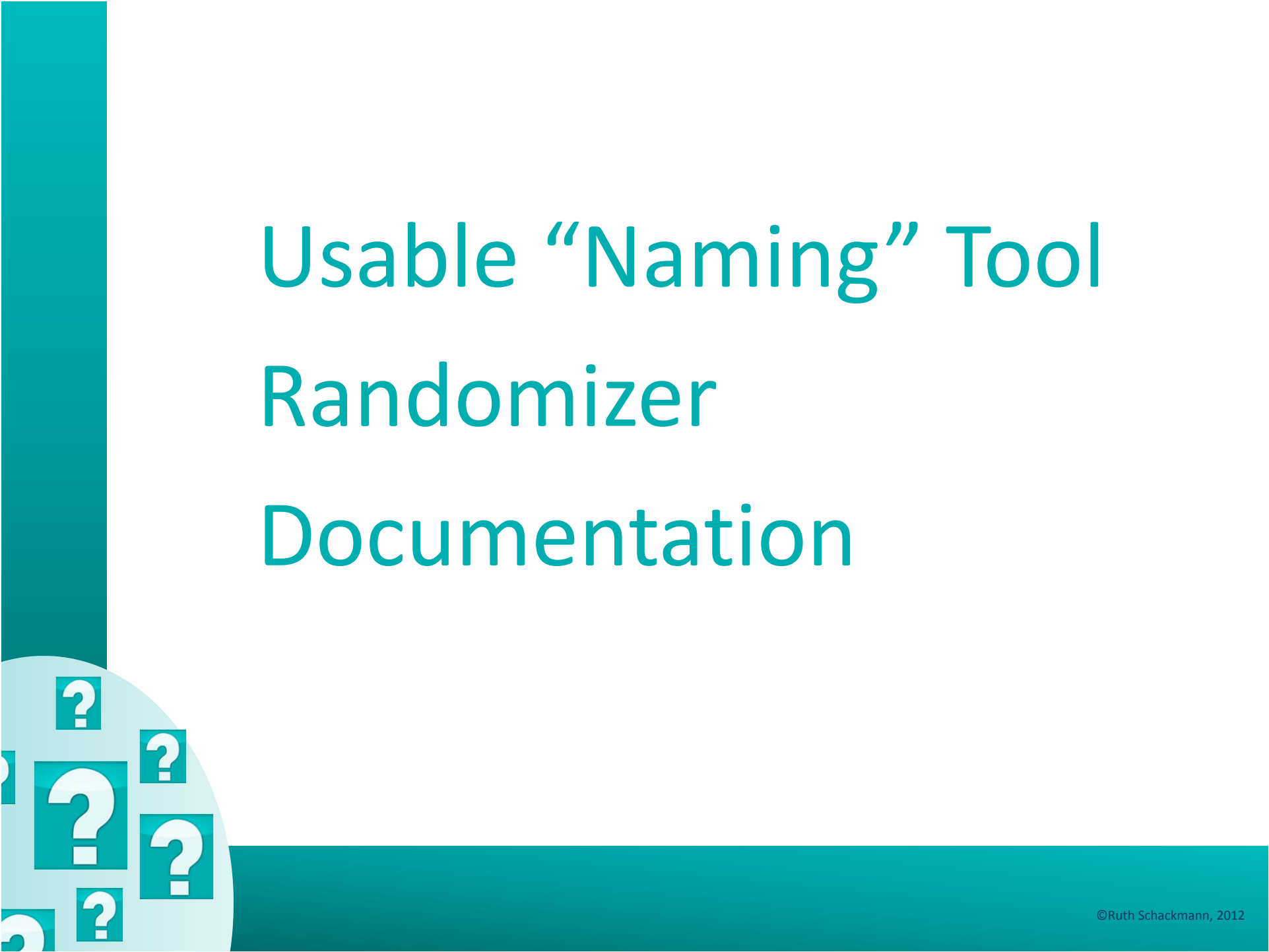
	<201	201- 210	211- 220	221-230	231-240
Informational Concepts			Dawn (208) Giselle (213) Erica (216)	Chaz (221) Hector (225) Melanie (226) Kendra (227) Nick (230) Raul (232) Jackie (236)	Fannely (234) Iris (234) Bonnie (235)
Literary Concepts			Dawn (208) Giselle (213) Erica (216) Hector (222) Chaz(221)	Hector (225) Melanie (226) Kendra (227) Nick (230) Iris (234)	Raul (232) Fannely (234) Bonnie (235) Jackie (236)
Print/ Phonics/ Vocabulary		Dawn (208)	Giselle (213) Erica (216) Chaz (221)	Hector (225) Melanie (226) Kendra (227)	Nick (230) Raul (232) Fannely (234) Iris (234) Bonnie (234) Jackie (236)

Teacher Led Questions

201-210	211-220	221-230	231-240
What is the best summary?	What summary can you make from the dialogue?	Give a summary of the poetry.	Why is ____ the best summary/ main idea?
Rephrase the main idea.	Summarize using the details.	Summarize the plot of the story.	How would changing ____ affect the main idea?
What details support the main idea?	Which is the best main idea?	What is the best summary of this passage? Identify the main idea.	
What is a detail in the text?	What details support the main idea?	What is the main idea of this poem /literary paragraph?	







Usable “Naming” Tool

Randomizer

Documentation

Our Learning Target

Today we will understand how to identify MAP[®] Class by RIT ranges and turn them into daily formative questions that create dynamic, measurable student learning in our classrooms.



Questions

Ruth Schackmann

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