Using Questions to Check for Understanding

“The goal is for questions to provide students with an opportunity to think and the teacher with an opportunity to check for understanding. Here is a list of question stems that teachers can use in planning open-ended questions.”

* How is \_\_\_\_\_\_\_\_\_ similar to \_\_\_\_\_\_\_\_\_?
	+ How is \_\_\_\_\_\_\_\_\_ different from \_\_\_\_\_\_\_\_?
	+ What are the characteristics of \_\_\_\_\_\_\_\_\_\_\_?
	+ What are the parts of \_\_\_\_\_\_\_\_\_\_?
	+ In what other way might we show \_\_\_\_\_\_\_\_\_\_?
	+ In what other way might we illustrate \_\_\_\_\_\_\_\_?
	+ What is the big idea in \_\_\_\_\_\_\_\_\_\_\_?
	+ What is the key concept in \_\_\_\_\_\_\_\_\_\_?
	+ How does \_\_\_\_\_\_\_\_\_\_\_\_ relate to \_\_\_\_\_\_\_\_\_\_\_?
	+ What ideas can you add to \_\_\_\_\_\_\_\_\_\_\_?
	+ What details can you add to \_\_\_\_\_\_\_\_\_\_\_\_?
	+ Give an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	+ What is wrong with \_\_\_\_\_\_\_\_\_\_\_?
	+ What might you infer from \_\_\_\_\_\_\_\_\_\_\_\_\_?
	+ What conclusions might be drawn from \_\_\_\_\_\_\_\_\_\_\_\_?
	+ What questions are we trying to answer?
	+ What problems are we trying to solve?
	+ What are you assuming about \_\_\_\_\_\_\_\_\_\_\_\_\_?
	+ What might happen if \_\_\_\_\_\_\_\_\_\_\_?
	+ What criteria might you use to judge \_\_\_\_\_\_\_\_\_\_?
	+ What criteria might you use to evaluate \_\_\_\_\_\_\_\_\_\_?
	+ What evidence supports \_\_\_\_\_\_\_\_\_\_\_\_\_?
	+ How might we prove \_\_\_\_\_\_\_\_\_?
	+ How might we confirm \_\_\_\_\_\_\_\_\_\_\_?
	+ How might this be viewed from the perspective of \_\_\_\_\_?
	+ What alternatives should be considered?
	+ What approach could you use to \_\_\_\_\_\_?
	+ What strategy could you use to \_\_\_\_\_\_\_\_\_\_?
	+ How else might you say \_\_\_\_\_\_\_\_\_\_?

*Source: Fisher, D. and Frey, N. (2007). Checking for Understanding: Formative Assessment Techniques for Your Classroom. Alexandria, VA: ASCD Publishers. [Credit given to Grant Wiggans & Jay McTighe for the question stems]*