

**Teaching and Learning Framework:  
Standard 3: Delivery of Instruction  
Component 3b: Using Questioning and Discussion Techniques**

Effective teachers design questions that provide cognitive challenge and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to- student discussions.

Element	Ineffective	Developing	Effective	Highly Effective
<b>3b1. Quality and Purpose of Questions</b> <i>Questions are designed to challenge students and elicit high-level thinking</i>	Teacher's questions do not invite a thoughtful response or are not relevant. Questions do not reveal student understanding about the content/concept or text under discussion, or are not comprehensible to most students.	Teacher's questions are a combination of both high and low quality, or delivered in rapid succession. Only some questions invite a thoughtful response that reveals student understanding about the content/concept or text under discussion. Teacher differentiates questions to make them comprehensible for some students.	Teacher's questions require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for student subgroups.	Teacher's questions require rigorous student thinking and invite students to demonstrate understanding through reasoning. Students themselves formulate questions to advance their understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for all students in the class.