

Eliciting and Interpreting Individual Student's Thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to understand student thinking, including novel points of view, new ideas, or misconceptions, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

Decomposition

| Formulating and posing questions designed to elicit and probe the student's thinking, with sensitivity to how students might hear or respond to the questions. | Listening to and interpreting the student's responses. | Developing additional questions, prompts, and tasks to probe and unpack what students say. |
|--|---|--|
| <ul style="list-style-type: none"> Developing general, open-ended questions Choosing areas of the student's expressed thinking or work to focus on, and developing appropriate questions Developing hypotheses to test about the student's thinking | <ul style="list-style-type: none"> Giving the student plenty of time to speak Paying close attention to what the student says, without unnecessary interruptions Noticing specific features of the student's thinking: common patterns, strengths, strategies, novel ideas, areas of particular interest or engagement, weaknesses, and errors | <ul style="list-style-type: none"> Identifying elements of the student's thinking that he or she has said little about, and probing further Identifying particularly interesting or confusing (to the teacher) aspects of the student's thinking and developing corresponding questions or prompts Focusing on a particularly strategic aspect of the student's thinking to probe further (i.e., a good starting point for the student, something he or she needs to work on or develop more) |

Eliciting and Interpreting Student Thinking: Attention to English Learners

As teachers elicit and interpret student thinking with English learners the language demands of the practice must be considered. Teachers adapt and scaffold the way they elicit English learners by using a variety of language scaffolds and sheltered instructional moves. Teachers know that the actions, body language, drawings, and behavior of students can speak volumes, even if students aren't speaking English yet. As students develop English language skills, they share more through speaking and writing. As teachers interpret what English learners say, they notice aspects of a student's language development, and the unique perspectives that are typical of culturally and linguistically diverse students. Attending to both content and language is conventional practice for teachers of English learners. The teacher creates opportunities for all students to think deeply about content, regardless of a student's particular proficiency level in English.

| Considerations for Emergent Bilinguals Across the Decomposition | | |
|--|--|--|
| Formulating and posing questions designed to elicit and probe the student's thinking, with sensitivity to how students might hear or respond to the questions. | Listening to and interpreting the student's responses. | Developing additional questions, prompts, and tasks to probe and unpack what students say. |
| <ul style="list-style-type: none"> • Use native language to pose questions, or use translation support (if possible). • Slow-down the pace of questioning and use repetition or leveled prompts to allow emergent bilinguals time to process language and develop a response. • Use gestures, visuals, word banks, or leveled sentence stems to support questioning and student response. • Pose questions that are culturally relevant and draw on the particular experiences and background knowledge of English learners. | <ul style="list-style-type: none"> • Allow supportive "thinking time" for emergent bilinguals to interact with a peer, draw, or write so they can practice language and develop a response. • Separate out what emergent bilinguals say from how they say it. (e.g. Do not over-correct language if you are eliciting for understanding of content) • Purposefully connect the particular background knowledge or experiences of emergent bilinguals to content discussions. • Notice specific evidence of English language development as you listen to what students say | <ul style="list-style-type: none"> • Question and probe emergent bilinguals with the same high expectations for all students, knowing that you may need to plan and support these interactions more. • Encourage emergent bilinguals who take risks to express themselves in English, and do "double the work" as they engage in content discussion. |

