

Five Levels of Facilitation Questions

In every classroom, especially a differentiated classroom, the teacher needs to be multitasking, nearly every moment of the day. In this environment, it can be a challenge to keep in mind effective questions that will truly drive instruction in class. One strategy is to brainstorm a set of higher-order questions to help guide more purposeful facilitation and challenge students' thinking. Review the following descriptions and examples.

COMPREHENSION: Ask questions that ensure students understand content and skills needed to solve the problem.

What is the correct arm position for a volleyball bump?

What is erosion?

Can you name the primary colors?

What are the steps for debugging?

What musical note is this?

APPLICATION: Ask questions that ensure the ability of students to apply learning to new situations.

What other sports use the athletic stance?

Is this picture an example of erosion?

What is the foreground of this painting?

How would you debug this program?

What strategies can we use from the last song to sing this song?

CONNECTION: Ask questions that ensure the ability of students to apply learning to their lives.

How/when might you use this movement outside of class?

What did it feel like to be in a very bad rainstorm?

What landscape might you want to draw?

What kind of game would you want to create/code?

How does the tempo of this song make you feel?

SYNTHESIS: Ask questions that encourage students to create new information from existing data.

What would be the best way to seal the parachute if we had fewer people? What would we have to do differently?

Would it be the same result if the marble were bigger? Why?

Why do you think the artist decided to use those colors? What message/feeling was he/she trying to convey?

If we were unable to use loops, how else could you shorten this code?

What would happen if there were a sharp key on this signature?

METACOGNITION: Ask questions that prompt students to think about their own thinking processes.

What was the most challenging part of this task for you?

How were your views changed by what you learned?

Why did you choose those particular colors?

What problems did you encounter while coding and how did you solve them?

What strategies did you use to stay on beat?

Tips for using **Five Levels of Facilitation Questions**:

- ✓ As you move around your classroom, pull up a chair and sit with a student or group of students for a few moments, rather than standing.
- ✓ We recommend creating five levels of facilitation questions to gather assessment data and, more importantly, to move students to the next level in their thinking.

Directions:

- 1) Brainstorm **Five Levels of Facilitation Questions** to gather data on learning, to keep students in *flow*, and to engage with students in content-rich discussions.
- 2) Remember the following “big questions” as you create your facilitation questions:
 - What do you want students to learn?
 - How will you know when they’re learning it?
 - What will you do when they’ve already learned it?
 - What will you do when they are not ready to learn it?
- 3) Use the chart below to create at least five questions for each category to use as a resource for your unit or set of lessons for the school year. This tool is meant to be a working document that should be manipulated and changed throughout the unit based on your facilitation.

Comprehension	
Application	
Connection	
Synthesis	
Metacognition	