



Question planning record

Teacher or code: _____ Coach: _____ Date: _____

Plan one question that makes a specific part of student reasoning visible. Agree on the content and the response opportunity with the teacher.

Content and thinking to hear

Task, class and one idea the learner should explain. State what would count as evidence.

Opening question

Write the exact question. Does it invite a number, a procedure, an explanation or a comparison?

Possible responses

Anticipate two different interpretations without assuming that learners will give them.

Follow-up options

Write a probe to clarify meaning, one to test an interpretation and one next teaching move if the idea is missing.

Opportunity and access

Plan thinking time, oral or written response options, materials and a way to hear beyond volunteers.

Evidence to revisit

Choose a few local codes, record why they were selected and arrange a later comparable attempt.

Question and response log

Teacher or code: _____ Coach: _____ Date: _____

Capture up to three exchanges in one visit. Record what was said or shown before interpreting it. Use secure local codes and mark paraphrases.

Criterion and observation conditions

Task, date, observer position, response mode, rough wait time and who was invited. Label timing as estimated or measured.

Three observed exchanges

Record code, exact question, response pattern (volunteer, pair or individual), learner words or work, and teacher follow-up. Mark unavailable evidence.

Local code	Exact question or marked paraphrase	Learner words or work	Next probe or help

Pattern and limits

Describe only these exchanges. Who was not heard, what was missing and what should the teacher and coach revisit?



Interpretation and follow-up probe

Teacher or code: _____ Coach: _____ Date: _____

Check a tentative interpretation against the learner response. Choose a probe that could distinguish explanations rather than supplying the answer.

Question and learner evidence

Local code, exact question and the actual response or work excerpt.

What it may mean

State a tentative interpretation and one plausible alternative. Keep observer inference separate from the learner words.

Probe to check the interpretation

Write a question that could clarify which interpretation fits. Do not embed the desired answer in it.

Learner response after the probe

Record the actual response, response mode and any pause, materials or help.

Choose the next move

Probe again, invite another response mode, teach an idea or extend reasoning. Explain why; do not treat unavailable evidence as low attainment.

What remains uncertain

Record the limit and what later evidence would help.

Return check

Teacher or code: _____ Coach: _____ Date: _____

Inspect what the questioning change revealed and whose thinking was available. Keep response counts and assistance beside the evidence.

Teacher change and target idea

What question, response routine and follow-up were planned? State the content criterion.

Implementation and response conditions

What actually occurred: invitation, thinking time, pair talk, written or oral response, teacher help and access supports?

Whose thinking was available

Enrolled, present, invited, heard or received, usable and unavailable. Separate absence, incomplete work and not-returned work.

What surfaced

Use learner words or work. State counts over the usable records and what those counts cannot tell you.

Teacher response and next action

Probe, teach, extend or collect missing evidence. Name the selected move and the evidence for it. Use C02 for the conversation.

Next check and support

Task, date, criterion and access supports. Use C03 to schedule it; label a later result planned until collected.

Student thinking response card

Name or class code: _____ Date: _____

Show your thinking about one question. Use the task, a drawing or your steps.

You can write, draw, say it out loud, or point to your work.

Assignment / what I am working on: _____

My idea and why I think it

Another idea or explanation I considered

A question or help I need

CUT OR FOLD HERE

Student thinking response card

Name or class code: _____ Date: _____

Show your thinking about one question. Use the task, a drawing or your steps.

You can write, draw, say it out loud, or point to your work.

Assignment / what I am working on: _____

My idea and why I think it

Another idea or explanation I considered

A question or help I need