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Becoming an Assessment-Capable Visible Learner,
Grades 6-12.

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Using Self-Questioning to Guide Your Learning

LESSON

13



Using Self-Questioning to Guide Your Learning

Date: _____

Self-questioning is when you generate questions to ask yourself during different phases of your learning. Asking yourself questions *before*, *during*, and *after* you engage in learning tasks is a strategy you can use to help yourself develop as an assessment-capable visible learner. Today, we will practice applying self-questioning to the lesson we are going to focus on.

BEFORE THE LESSON...

What am I learning today? What is the learning intention?

What do I already know about this?

What do I want to know about this?

What do I need to do or find out?

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DURING THE LESSON...

What am I finding out?

What questions do I have as I'm learning?

What is confusing to me?

What do I still need to find out?

AFTER THE LESSON...

What did I learn as a result of the lesson?

What is still confusing or challenging for me?

What do I still need to do moving forward?

Teacher Talk

Have students open up to page 59 in their notebook.

Part of becoming an assessment-capable learner is asking yourself questions during the different phases of your learning. This is a strategy known as self-questioning. We will apply self-questioning during three phases of learning today. You'll begin with self-questioning before the lesson, then you will use self-questions during the lesson, and then finally, you will use self-questioning after the lesson is complete.

Today we are going to be learning _____. I'd like you to take a moment right now to complete the four "before the lesson" questions: (1) What am I learning today? What is the learning intention? (2) What do I already know about this? (3) What do I want to know about this? (4) What do I need to do or find out?

Give students time to complete the "before" questions.

I'd like you to pause for a moment and look at the "during the lesson" questions on page 60. You can answer these on your own as we go through the lesson, but I will guide you at certain times to stop and answer them, too.

Teach students the lesson for the day. It will be up to your discretion when to guide students to respond to the "during" questions.

Before we bring the lesson to a close today, I'd like you to go to page 61 in your notebook and read and respond to the "after the lesson" questions. After you've had a moment to capture your responses, I'm going to have you partner up with a classmate and share out. Go ahead and take a moment right now to answer the "after the lesson" questions.

After students have answered the "after" questions, partner them up with a classmate and have them share out their responses. Encourage students to support each other in closing the gap for any misunderstandings.

Go ahead and get with a partner and share your responses. Help each other with any misunderstandings or confusing pieces.

The lesson can now be brought to a close.

Student Action

- Individual self-questioning
- Partner sharing

Teacher Planning Notes:
