**Pocket Guide to Probing Questions**

**Sentence Stem Suggestions:**

* Why do you think this is the case?
* What would have to change in order for…?
* What do you wish?
* What’s another way you might…?
* What would it look like if…?
* What do you think would happen if…?
* How was…different from…?
* What sort of impact do you think…?
* What criteria did you use to…?
* When have you done/experienced something like this before?
* What might you see happening if…?
* How did you decide/determine/conclude…?
* What is your hunch about…?
* What is the connection between…and…?
* What was your intention when…?
* What do you assume to be true about…?
* How might your assumptions about…have influenced how you are thinking about…?
* Why is this such a dilemma for you?
* Use verbs: What do you fear? Want? Get? Assume? Expect?
* “Why…?”

Source: www.nsrfharmony.org

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**Clarifying Questions** are simple questions of fact. They clarify the dilemma so participants can ask good probing questions and provide feedback later in the protocol.

**Probing Questions** are intended to help the presenter think more deeply about the issue at hand. If a probing question doesn’t have that effect, it is either a clarifying questions or a recommendation with an upward infection at the end.

* Check to see if you have a “right” answer in mind
* Refer to the presenter’s original question/focus point
* Check to see if you are asserting your own agenda

Probing question continuum:

1. Could you have students use the rubric to assess their own papers? (recommendation re-stated as a question)
2. What would happen if students used the rubric to assess their own work? (recommendation re-stated as a probing question)
3. What do the students think is an interesting math problem? (good probing questions)
4. What would have to change for students to work more for themselves and less for you? (better probing question)

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