

**40. What do I typically do to ask questions of low-expectancy students?**

The teacher asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students.

**Teacher Evidence**

- Teacher makes sure low-expectancy students' questions are answered at the same rate as high-expectancy students' questions.
- Teacher makes sure low-expectancy students are asked challenging questions at the same rate as high-expectancy students.

**Student Evidence**

- When asked, students say the teacher expects everyone to participate.
- When asked, students say the teacher asks difficult questions of every student.

**How Am I Doing?**

	<b>4 Innovating</b>	<b>3 Applying</b>	<b>2 Developing</b>	<b>1 Beginning</b>	<b>0 Not Using</b>
<b>Asking questions of low-expectancy students</b>	I adapt and create new strategies for unique student needs and situations.	I ask questions of low-expectancy students with the same frequency and depth as with high-expectancy students, and I monitor the quality of participation of low-expectancy students.	I ask questions of low-expectancy students with the same frequency and depth as with high-expectancy students, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.