

## Student Interview Questions

(Students are asked to bring any items that they feel will help support their answers.)

### 1. What are you learning?

**Probing questions:** What are you doing? Why are you doing it? How does what you are doing help you with what you are learning? What would you tell a friend about what you did today and why you did it?

Look Fors: (Suggested, but not Comprehensive)	
<b>ACTIVITY</b> <ul style="list-style-type: none"> <li>• Lesson</li> <li>• Task</li> <li>• Assignment</li> <li>• Topic</li> <li>• Project</li> </ul>	<b>STANDARD</b> <ul style="list-style-type: none"> <li>• Learning goal/objective</li> <li>• Big Idea</li> <li>• Essential Question</li> <li>• Student-friendly standard</li> <li>• Description of exemplars</li> <li>• Exemplars</li> </ul>

<b>EMERGING</b>	<b>BEGINNING STEP</b>	<b>NEARING PROFICIENT</b>	<b>PROFICIENT</b>
Student does not describe the activity or identify the learning goal/objective/standard.  <input type="checkbox"/>	Student describes the activity, but does not identify the learning goal/objective/standard.  <input type="checkbox"/>	Student describes the activity and identifies the learning goal/objective/standard, but does not describe how they relate to each other.  <input type="checkbox"/>	Student describes the activity and how it supports the learning goal/objective/standard.  <input type="checkbox"/>

Notes:

NOTES	Strengths:
	Challenges:

## 2. How are you doing in this class? How do you know?

**Probing questions:** How do you show your teacher what you understand?  
Tell me what you can do to improve in this class.

Look Fors: (Suggested, but not Comprehensive)

**ASSESSMENT:**

- Teacher comment
- Correlation of product/performance to expectation
- Checks for understanding
- Scoring guide/rubric
- Student –generated rubrics
- Proficiency rating
- Data folders
- Continuous Classroom Improvement tools
- Grade graphs
- Grades chart

<b>EMERGING</b>	<b>BEGINNING STEP</b>	<b>NEARING PROFICIENT</b>	<b>PROFICIENT</b>
Students know their grades, performance level and/or marks but don't know how they earned them.	Students report how they are doing but cannot provide evidence of their progress.	Students report how they are doing and can provide evidence of their progress.	Students report how they are doing and can provide evidence of their progress, and they take ownership of personal learning progress by maintaining records and setting learning goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

NOTES	Strengths:
	Challenges:

### 3. How does your teacher provide different ways for you to practice what you are learning and to show what you have learned?

**Probing questions:** What helps you learn? In what ways does your teacher let you show what you are learning or have already learned? What are ways your teacher has you practice what you are learning?

Look Fors: (Suggested, but not Comprehensive)

**DIFFERENTIATION:**

- Multiple opportunities in multiple ways to practice standard
- Student choice: (e.g., menu boards, Tic-Tac-Toe, learning contracts, cubing, projects, more time, learning centers, individualized lesson plans, etc.)
- Enriched assignments
- Flexible grouping
- Learning styles/profiles (Multiple Intelligences, 4MAT)
- Sheltered instruction (linking background experiences, appropriate speech level, key vocabulary stressed, illustrated or used in context, use of realia, cultures reflected in classroom)
- Multiple opportunities in multiple ways to demonstrate proficiency
- Performance Assessments

EMERGING	BEGINNING STEP	NEARING PROFICIENT	PROFICIENT
Students offer little, if any, evidence of differentiation.	Students are aware of their strengths and needs but do not connect them to differentiation. Students indicate few opportunities to select how to demonstrate learning.	Students connect their strengths and needs to differentiation and indicate frequent opportunities to select from teacher-provided learning activities.	Students connect their strengths and needs to differentiation and indicate meaningful choice in selection of learning opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Notes:	
NOTES	Strengths:
	Challenges: