



SCAFFOLDED QUESTIONING



Structure and support questions so all students can think, respond, and reach the same high-level learning target. Intentional questioning before, during, and after instruction is a powerful tool for guiding student thinking, deepening understanding, promoting engagement, and assessing formatively.



WHAT?

To **ensure equitable access to learning**, we must differentiate to offer more depth and complexity for those in need of extension and also scaffold our questions to provide support for those who need language support or are developing prerequisite skills. It doesn't mean to simplify a concept, but rather **prepare a structured path** for all students to reach the same high-level learning target.



QUESTION DESIGN SCAFFOLDS

Tiering and Chunking design a structured question path to the learning target.

Tiering: Adjust the level of thinking while keeping the same goal

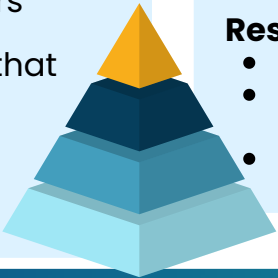
How to Tier

- Set the common target
- Adjust the entry point
- Increase the lift based on learners

Chunking: Break thinking into steps that build toward complexity

How to Chunk

- Identify the end thinking
- Break into steps
- Sequence questions



WHY?

Reduces Cognitive Load: Breaks complex thinking into manageable parts so students can process more effectively
Supports Retention: Sequenced questions deepen understanding by building progressively
Equity & Access: Provides multiple entry points so all students can participate & grow



PROCESS/CUED SCAFFOLDS

Process & Cues use structured, intentional timing and feedback to move student thinking forward in the moment.

Wait Time

- Pause after asking a question before calling on a student
- Pause again after a response to allow others to think and build
- Hold the silence: *do not* rephrase or answer too quickly

Responsive Prompting:

- Listen closely to student responses
- Identify what is missing, unclear, or partially correct
- Prompt with cues or questions to extend, clarify, or deepen thinking



AI- POWERED SCAFFOLDING PROMPTS

Question Design Scaffolds

Using the full TEKS, break the required thinking into a sequence of questions that move from basic understanding to complex reasoning, with each question building on the previous.

Process/Cued Scaffolds

Using the full TEKS (number for (grade/subject), create tiered questions that maintain the same goal, deepen DOK, vary thinking (Bloom's), and provide access points for scaffolding diverse learners.



RESOURCES

- [Blooms Taxonomy Overview](#)
- [Blooms Taxonomy Questions](#)
- [Depth of Knowledge \(DOK\) Video \(5 min\)](#)
- [Depth of Knowledge \(DOK\) Teacher Guide](#)