

# Evidence Based Questioning

Evidence based questioning requires the reader to go back into the text because the question is anchored in the text and insists that evidence from the text is provided in the answer.

Evidence based questioning requires a higher level of thinking than “Right There” questions that can be easily answered by scanning the text to find the answer to the question such as, “What color is the truck?”

When writing evidence based questions, remember to ask questions about all four levels of meaning: word level, sentence level, phrase level, and story/ complete text level.

Below are different variations of variables of evidence based questioning.

<b>Variables in Evidence Based Questioning</b>		
<b>Citation or Paraphrase</b>	<b>Direct Citation</b> “Show me the line from this paragraph that shows that Carlos is kind-hearted?”	<b>Paraphrase</b> “Describe what it is that shows us that Carlos is kind-hearted?”
<b>Evidence or Conclusions</b>	<b>Give Evidence; Draw Conclusion</b> “Carlos says to his mother, “I’ll empty the dishwasher; you’re busy right now.” What does that tell you about him?	<b>Give Conclusion; Find Evidence</b> “Carlos’ mother says that he has become more thoughtful lately. What evidence is there that explains why she might have said that?”
<b>Number of Answers</b>	<b>Support One Best Answer</b> One best answer to support exists. The evidence shows that Carlos is selfish. There are a limited range of interpretations. The task is to prove it with evidence.	<b>Support Multiple Viable Answers</b> A variety of viable conclusions are drawn from a scene. The interesting part is to see how various readers assemble the evidence to interpret it differently.
<b>Conclusions</b>	<b>Evidence for Your Own Conclusion</b> <b>Teacher:</b> “What kind of character is Amanda?” <b>Student Jane:</b> “She’s a bit selfish.” <b>Teacher:</b> “Interesting. Find some evidence to support that.”	<b>Evidence for Someone Else’s Conclusion</b> <b>Teacher:</b> “What kind of character is Amanda?” <b>Student Jane:</b> “She’s a little bit selfish.” <b>Teacher:</b> “Interesting. Find some evidence to support Jane’s conclusion.”

Adapted from **Uncommon Schools, Doug Lemov**