

Question type	Description	Examples
Gather information	Wants direct answer, usually wrong or right. Rehearse known facts/procedures, Enable students to state facts/procedures [equivalent to closed, lower order questions]	What is the value of x in this equation? How would you plot that point?
Inserting terminology	Once ideas are under discussion, enables correct mathematical language to be used to talk about them.	What is this called in mathematics? How would we write this correctly mathematically?
Probing, getting students to explain their thinking	Clarify student thinking Enable student to elaborate their thinking for their own benefit and for the class.	How did you get 10? Can you explain your idea?
Exploring meanings	Exploring mathematical meanings, relationships Point to underlying mathematical relationships and meanings.	Where is this x on the diagram? What does probability mean?
Linking and applying	Point to relationships among mathematical ideas and mathematics and other areas of study/life.	In what other situations could you apply this? Where else have we used this?
Extending thinking	Extends the situation under discussion, where similar ideas may be used.	Would this work with other numbers
Orienting/focusing	Helps students to focus on key elements or aspects of the situation in order to enable problem-solving.	What is the problem asking you? What is important about this?
Generating discussion	Enables other members of class to contribute, comment on ideas under discussion.	Is there another opinion about this? What did you say, Justin?
Establishing context	Talks about issues outside of math in order to enable links to be made with mathematics at later point .	What is the lottery? How old do you have to be to play the lottery?