

Q “Triple S” A QSSSA Strategy

[Templates in English and Spanish](#) (editable)
(It will prompt you to make a copy.)



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QSSSA

Thank you to Carol Salva and Tina Beene for introducing QSSSA and to the Twitterverse for so many wonderful examples #QSSSA!

This is a teacher favorite in any PD session I lead.



QSSSA, better than Turn and Talk

QUESTION:

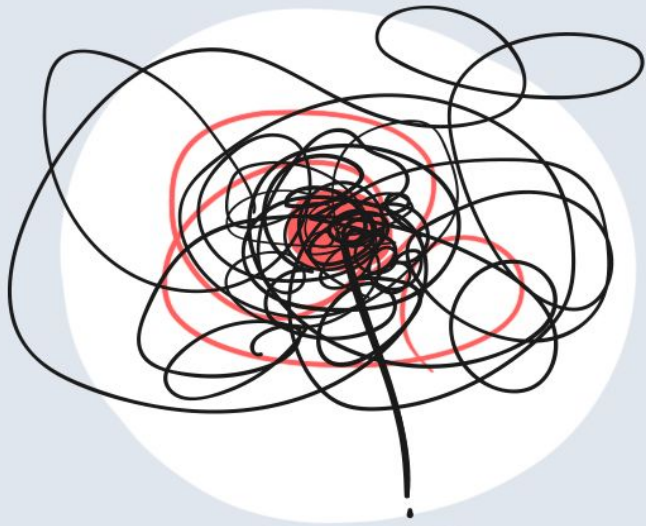
What is a success you have witnessed with a student this year?

SIGNAL:
Thumb on
your chest

STEM:
Use the
word
WITNESSED
in your
response.

SHARE:
2 minutes
total

ASSESS:
Invitation to
share
partner's
response.



Accountable Student Talk

Jeff Zwiers

Larry Ferlazzo

Carol Salva

The Right Question Institute (Question Formulation Technique)

QSSSA (Q -Triple S - A)

- Question
- Signal
- Stem
- Share
- Assess

Q- What happens when a magnet and a paperclip get close?



S- Thumbs up on your chest when you're ready

S - When the magnet and paperclip get close _____

S - Turn and talk to your neighbor (finger on your nose when done)

A - Assess understanding

Question	<ul style="list-style-type: none"> correlates to targets posted in visual format for student reference
Signal	<ul style="list-style-type: none"> builds in teacher “wait time”
Stem	<ul style="list-style-type: none"> provides support for students who need it forces students to use teacher selected academic language or sentence structure
Share	<ul style="list-style-type: none"> lowers the affective filter provides teacher with opportunity to listen to students they may not want to call on in whole group setting
Assess	<ul style="list-style-type: none"> sets clear expectations (again, lowering affective filter) provides teacher with additional opportunity to e understanding and clear up any misconceptions.

QSSSA, better than Turn and Talk

QUESTION:

Everyone stand up. Think about how do you hold students accountable during small group/partner discussions?

Mentimeter.com
Answergarden.com

SIGNAL:
Sit down

STEM:
Use the
word
ACCOUNTABLE
in your
response.

SHARE:
Talk to a
partner

ASSESS:
I will call on
random
students.

DATE

January 22, 2020



QUESTION

Q

What causes the day-night cycle?



STEMS

S

— night — causes the day-night cycle.



SIGNAL

S

Thumbs Up!



SHARE

S

Shoulder Partner



ASSESS

A

Quizizz

My idea is upon...

In my opinion...

Q	How has pioneer life changed Evelyn?
S	Thumbs up
S	I can infer that...
S	2 mins w/ partner
A	Randomly call on students

QSSSA

Question: Why did the author write Pura's story?

Signal: Put your lenses on

Stem: The author wrote Pura's story because...

The author chose to write Pura's story because...

Pura will be remembered for...

The author's purpose is _____.

Pura will be remembered for _____ and _____.

Share: Walk & talk

Assess: Share what your partner said

Math - QSSSA

Q – How do we use base ten to show subtraction thinking while solving subtraction problems?

S – Raise your hand when you can finish the stem.

S – I can show subtraction using base ten by _____.






S – Share your thoughts with your elbow partner on the left and be ready to explain.

A – Randomizer for choice share.



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QSSSA Rounds #1 and #2

Q Question	Class, without calling out answers, think about this question...		Describe how to calculate the rate of change of this linear function.
S Signal	When you think you have an answer in mind, let me know by...		Swords Up!!
S Stem	When you discuss your answers I want you to respond in this format ...		I calculate the slope by using _____.
S Share	Turn to your partner and discuss...		Rotate dry erase boards clockwise. Read and write a suggestion using one or both of the following stems: <ul style="list-style-type: none"> I like the way you _____. One question I have is _____.
A	Select students to share or ask everyone to write		Pass back dry erase boards. Share aloud the suggestions.

Q Which lines help
the reader imagine ...

Question

S

Thumbs up
Fist of 5.

Signal

S

I can infer that
because

Stem

S

Think-Pair-Share







Stem

A

Dojo Random
Exit Ticket

Answer



<p>Q Question</p>	<p>Class, without calling out the answer, think about this question.</p>		
<p>S Signal</p>	<p>When you think you have an answer, let me know by...</p>		
<p>S Stem</p>	<p>When you discuss your answer, I want to use this format...</p>		
<p>S Share</p>	<p>Turn to your partner and discuss.</p>		
<p>A Assess</p>	<p>I will select students to share answers.</p>		

QUESTION:

SIGNAL:

Thumb on your chest, sit down, pencil up, strike a dance move, stand in a corner of room, turn your paper over

STEM:

Teacher writes a sentence frame or tells students to use a word

SHARE:

2 minutes total, in small groups, with person to your left, walk and talk, give one get one

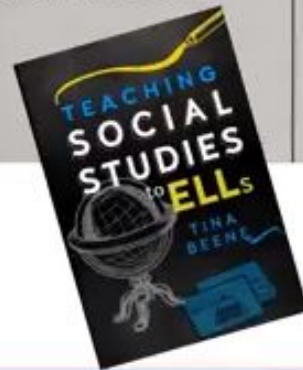
ASSESS:

Invitation to share partner's response, random name app, popsicle sticks, white boards, Quizziz

Differentiation in QSSSA

@TBeeneEdu
@MsSalvaC

NEWCOMER/BEGINNER	INTERMEDIATE	ADVANCED	NEARLY FLUENT
Students should be able to complete the sentence stem after working with their partners. They should not be expected to speak in front of the whole group unless they volunteer.	Students should be able to complete the stem before working with a partner. The share portion should help them clarify their thinking. They might need to be reminded the stem is available when sharing with the whole group.	Students can be expected to perform like non-ELL students in this task. They might choose to use their own words instead of the stem.	Students can be expected to perform like non-ELL students in this task. They might choose to use their own words instead of the stem that is provided.



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