King David Primary School

Faith, Academic Excellence, Community & Equality

King David Primary School Teaching and Learning Policy

---

1. Introduction

At King David Primary School, we are committed to delivering high-quality education that meets the needs of all learners (neurodiverse and neurotypical). Our approach to teaching and learning is grounded in evidence-based practices, with a particular focus on Rosenshine's Principles of Direct Instruction. These principles provide a framework for effective classroom instruction, ensuring that students receive well-structured, purposeful lessons that lead to high levels of engagement and learning. Our curriculum planning, delivery, and assessment are aligned with these principles to foster an environment where all students can achieve their full potential.

This policy outlines the structure, planning, and delivery of the CUSP curriculum in line with Rosenshine's principles. It aims to provide clear guidance to staff on the best practices for teaching, learning, and assessment.

Knowledge

Each subject is unique and includes its own substantive knowledge and disciplinary knowledge. **Substantive knowledge** relates to the core facts, ideas and concepts which are central to a subject. **Disciplinary knowledge** relates to how within each subject (or discipline) we arrive at this knowledge – for example, how in science we use the scientific methods to arrive at general principles through observation and systematic experimentation. Our curriculum ensures that all pupils carefully build a comprehensive understanding of both.

Mastery

We set high standards in all areas of school life so that all pupils produce work of the highest quality and develop mastery across the curriculum. In its purest form, the term mastery refers to comprehensive knowledge or skill in a particular activity. For us to truly work towards 'mastery', we carefully consider curriculum design, pedagogy and assessment as a single entity that makes up the educational experience. Our aim is for pupils who work through our curriculum to develop both procedural and conceptual fluency

Curriculum structure

At King David, pupils are taught a broad curriculum. Each subject is unique and dedicated time is allocated to the teaching of National Curriculum subjects discreetly. Relevant subjects are positioned to support and enhance learning so that pupils retrieve and transfer knowledge. Connections across subjects are made where purposeful.

---

2. Aims

The primary aims of this policy are to:

- Provide a consistent and structured approach to teaching and learning.
- Ensure all staff understand and implement Rosenshine's principles of instruction.

- Deliver the CUSP curriculum in a way that is accessible, engaging, and challenging for all learners.
- Create a supportive learning environment where students can develop core knowledge, skills, and understanding across subjects.
- Monitor and evaluate the impact of teaching practices on student outcomes.
- Ensure that all pupils can learn more and do more

---

3. Rosenshine's Principles of Direct Instruction

Rosenshine's principles are designed to ensure that teaching is both systematic and responsive to student needs. The principles that underpin our teaching and learning policy are:

1. **Daily Review**
   Reviewing previously learned material helps to reinforce understanding and retention. At the start of each lesson, teachers will conduct a quick review of prior learning, particularly key facts and concepts, to activate students' prior knowledge and prepare them for new content.
2. **New Material in Small Steps**
   Teachers will introduce new material in manageable chunks to prevent cognitive overload. By breaking down complex content into smaller steps, students can master one concept before moving on to the next.
3. **Ask Questions**
   Questioning is a fundamental part of our instructional process. Teachers will ask a variety of questions to check for understanding, promote thinking, and encourage participation. This also allows teachers to gauge students' misconceptions and adjust instruction as needed. (See Appendix 1 for Bloom's Taxonomy of Questioning).
4. **Provide Models**
   Teachers will model problem-solving and thinking processes, providing students with clear examples of what success looks like. This can include worked examples, think-aloud strategies, or guided practice.
5. **Guided Practice**
   After introducing new material, students will engage in guided practice with the teacher's support. During this phase, teachers provide scaffolding to help students apply their learning, gradually reducing support as students gain confidence and proficiency.
6. **Check for Understanding**
   Continuous formative assessment is integral to effective instruction. Teachers will regularly check for understanding through questioning, quizzes, and other low-stakes assessments to ensure students have grasped the material before moving on.
7. **Obtain a High Success Rate**
   Lessons are structured to achieve a high success rate for students, ideally 80% or higher, during independent practice. This ensures that students are mastering the material before progressing to more difficult concepts.
8. **Provide Scaffolds for Difficult Tasks**
   For challenging tasks, teachers will provide appropriate scaffolds, such as visual aids, sentence starters, or additional guidance. These supports will be gradually removed as students become more independent in their learning.

9. **Independent Practice**
   Students will have opportunities for independent practice to consolidate their learning. Teachers will ensure that students have had sufficient guided practice and support before moving on to independent tasks.

10. **Weekly and Monthly Review**
    Regular reviews of key material, both weekly and monthly, will help embed knowledge into long-term memory. Teachers will plan for spaced retrieval practice to help students retain and apply what they have learned over time.

---

4. CUSP Curriculum Structure and Planning

The CUSP curriculum is designed to provide a coherent and sequential framework for learning. It covers the core subjects of English, Maths, Science, History, Geography, and Art. Each subject is organized into carefully planned units that build on prior knowledge and lead to mastery of key concepts.

Key Features of the CUSP Curriculum:

- **Knowledge-Rich:** The CUSP curriculum emphasises the acquisition of core knowledge. Each unit is underpinned by clear learning objectives that identify the essential knowledge and skills students need to master.
- **Progressive:** The curriculum is structured to ensure that each year group builds on the learning from the previous year. This ensures a clear progression of skills and knowledge.
- **Cognitive Science-Informed:** The curriculum is informed by research from cognitive science, particularly in relation to memory and learning. It incorporates regular opportunities for retrieval practice and spaced repetition.
- **Interdisciplinary Links:** Where appropriate, links are made between subjects to reinforce learning. For example, content from history or geography may be used in English lessons to provide context for reading and writing tasks.
- **Assessment-Driven:** Formative and summative assessments are embedded in the curriculum. These assessments are used to inform teaching and provide targeted support for students who need additional help.

Non- CUSP Curriculum Planning

Maths, Computing, PE, RE and PSCHE are non-CUSP subjects. Planning for these subjects uses the key features of the CUSP curriculum and Rosenshine's Principals of direct instruction.

Planning for Effective Delivery:

Teachers are required to use the following structure when planning lessons based on the CUSP curriculum:

1. **Clear Learning Objectives:** Each lesson will have clear, measurable learning objectives that align with the overarching goals of the CUSP curriculum.
2. **Daily Review:** Every lesson will begin with a short review of previously learned content to reinforce memory and prepare students for new learning.
3. **Small Steps for New Material:** Teachers will break down complex concepts into small, manageable steps, using direct instruction to introduce new material.

4. **Questioning and Modelling:** Teachers will use a variety of questioning techniques to check for understanding and engage students in discussion. Modelling will be used to demonstrate key skills and concepts.
5. **Guided Practice with Scaffolding:** Teachers will provide guided practice opportunities, gradually reducing support as students become more confident. Scaffolds such as sentence frames, visual aids, or worked examples will be used to support learners.
6. **Checking for Understanding:** Throughout the lesson, teachers will use formative assessment techniques to check for understanding. This may include questioning, mini-whiteboard responses, quizzes, or peer feedback.
7. **Independent Practice:** Students will have the opportunity to apply what they have learned independently. Teachers will ensure that students are ready for this phase by providing adequate guided practice and checking for understanding.
8. **Review and Retrieval:** Lessons will conclude with a review of the key learning points. Teachers will also plan for regular retrieval practice to reinforce long-term retention of knowledge.

CUSP Layout in Books

CUSP Guidance is used to follow effective layout of learning materials in CUSP pupil books. Book layout underpins all above points.

CUSP Subject Teacher Books are used by the teacher to model lay out of books for pupils and to model 'My Turn' teaching, scaffolding learning to support all learners. Maths Teacher Books follow White Rose layout. See separate Maths presentation guidelines.

---

5. Assessment and Monitoring

Assessment is an integral part of the teaching and learning process. At King David Primary School, we use a variety of assessment strategies to monitor student progress and inform instruction. These include:

- **Formative Assessments:** Ongoing assessments such as questioning, quizzes, and observation during lessons are used to check for understanding and guide teaching. Formative assessments are used to identify gaps in learning and provide targeted support.
- **Summative Assessments:** At the end of each unit, students will complete summative assessments to evaluate their mastery of the content. These assessments may take the form of written tests, presentations, or practical tasks.
- **Feedback:** Timely and constructive feedback is provided to students to help them improve their performance. Feedback is specific, actionable, and focused on how students can achieve the learning objectives.
- **Monitoring of Teaching:** Senior leaders regularly observe lessons, review planning, and analyse student outcomes to ensure that teaching is effective and aligned with the school's expectations. This process includes lesson observations, learning walks, and work scrutinies.
- **Pupil Progress Meetings:** Termly pupil progress meetings are held to discuss the progress of individual students. Teachers use data from formative and summative assessments to identify students who need additional support or challenge.

6. Use of other adults

All teaching staff are classed as 'teachers'. Teaching assistants (TAs) are trained and held to account through CPD and PM.

Teaching assistants are developed in line with school priorities, e.g. some TAs may be specialists in RWInc and Fast Track training, Talk Boost, Wellcomm, Colourful Semantics, or other specialisms recommended with training by outside agencies.

7. Pupils with SEND

Curriculum planning, learning and assessment for children with special educational needs and disabilities takes account of the nature and extent of the difficulty experienced by the child.

We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need ensuring that:

All children are given equal access to the curriculum and that each child's achievements are valued. All learners make the best possible progress.

Procedures for identifying children with SEND are known by all staff and identified as soon as possible.

Staff are kept aware of appropriate provision and of the needs to differentiate for the range of SEND and are provided with regular training and development.

7. Interventions

We insist on Quality First Teaching for all children prior to using specific interventions.

- School use Individual Plans using the Birmingham Toolkit Tracker and teachers use these objectives to differentiate planning, including planning for interventions, where necessary.
- Interventions are planned for liaising with the SENDco, English and Maths leadership, using evidence-based interventions such as RWInc Fast Track, Talk Boost or White Rose age-appropriate maths materials.
- Interventions may be pastoral, linked to SEMH needs which are also aimed to help with positive learning approaches.
- Interventions planned for (and can include advice from outside agencies) are all are reviewed to assess and review efficacy.

8. Pupils with EAL - Staff help pupils learning English as an additional language in a variety of ways:

• By planning differentiated work for EAL pupils if necessary.

• By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.

• By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.

• Recognising that EAL pupils may need more time to process answers.

• Ensuring that there are effective opportunities for talking, and that talking is used to support writing.

• Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

Access and Support:

• All pupils will follow the full school curriculum.

• EAL pupils may be supported through a Teaching Assistant in the classroom.

• Where necessary, withdrawal support may take place for interventions such as Fast Track RWInc, Wellcomm or TalkBoost.

9. Continuing Professional Development

"Be the best you can until you know better, and when you know better, do better and be better". Maya Angelou

All staff should engage with high quality researched based CPD and to be open minded, reflective and proactive at continually trying to improve their teaching practice. Teaching and Learning CPD will be focused on what will make the biggest impact to teachers and students, and staff will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated. CPD is:

• Focused on Quality First Teaching

• Underpinned by the Teaching Standards

• Developmental

• Research Informed Lesson observations will follow a coaching model and are part of teacher's CPD.

As a result, they will not be used for monitoring and evaluation purposes.

10. Homework

Work will be set on Google Classroom every Friday apart from when there are Jewish holidays. Work will be set ranging on age and ability, including weekly spellings, maths and writing. Parents are expected to read for ten minutes daily with their children. Paper copies will be sent to families where there is a need identified. Chromebooks are available for Pupil Premium pupils or pupils with SEND needs. Marking will be through identifying children's spelling scores and through feedback on Google classrooms, appreciating some pupils may have more parental support than others.

---

11. Conclusion

At King David Primary School, we believe that every child deserves the opportunity to succeed. By embedding Rosenshine's principles of direct instruction into our teaching practices and delivering the CUSP curriculum effectively, we aim to provide a rich, structured, and engaging learning experience for all students.

Links with other policies

The implementation of this policy is supported by the following frameworks and documents:

- Professional standards for teachers – DfE
- Marking Policy
- Assessment Policy
- Home school Agreement
- Behaviour and Restraint Policy
- SEND Policy
- King David Way – Learning Behaviours for All – see below.

1. Use of additional adults – according to need directed by EHCP, ITPs and outside agencies plus addition to school with teacher direction for displays, photocopying and preparation.
2. Non-CUSP subjects - Computing, PE and RE, PSCHE and Limodei Kodesh are non-CUSP subjects and use specific directed planning. Expectations that they are taught using Rosenshine's Principles of Instruction.

3. Homework – homework, including reading books sent home by class-teachers, is directed practise of what has been taught in school and spellings. Marking is a monitored observation approach. Library books chosen by pupils may need to adult intervention / support to enjoy the text / content chosen by the child.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False.
By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

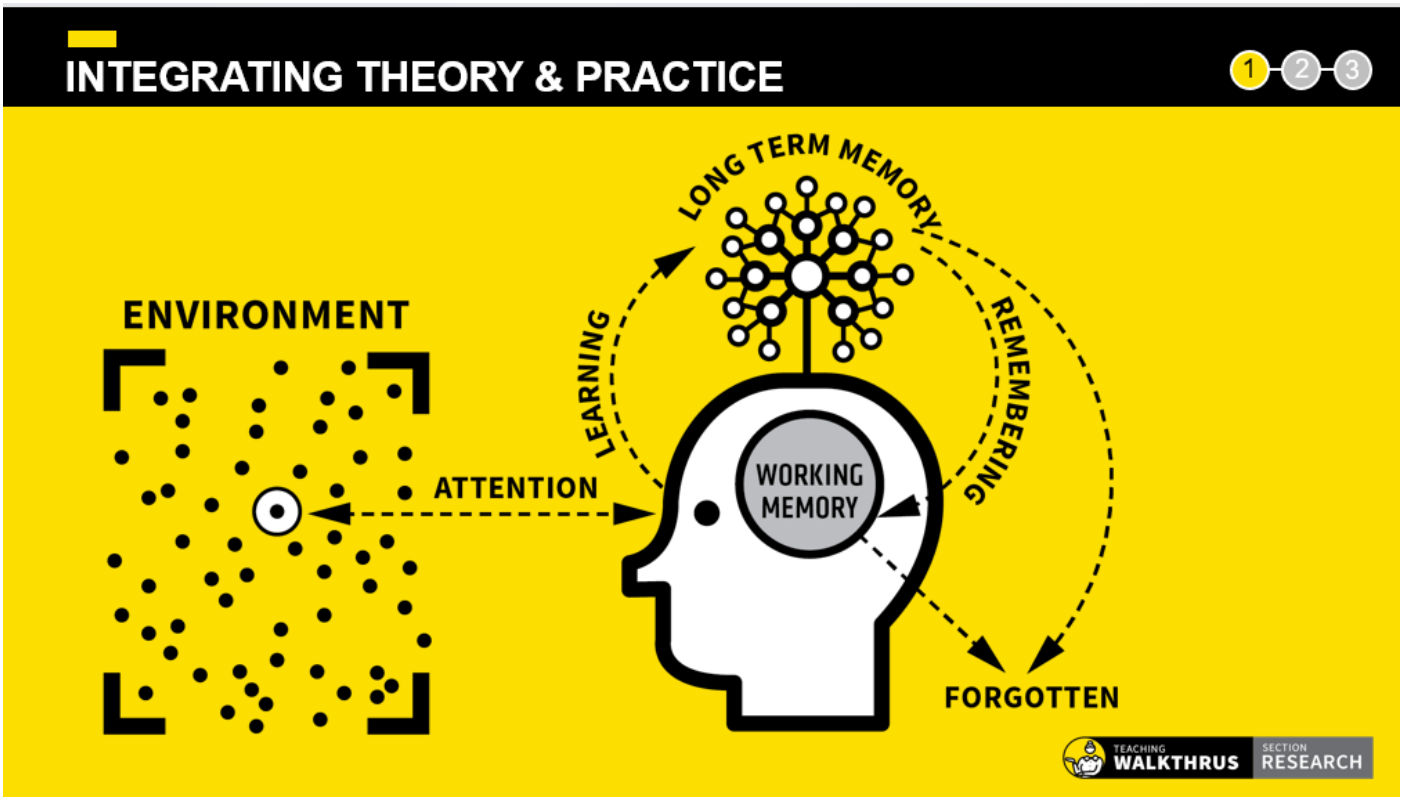
10 WEEKLY & MONTHLY REVIEW

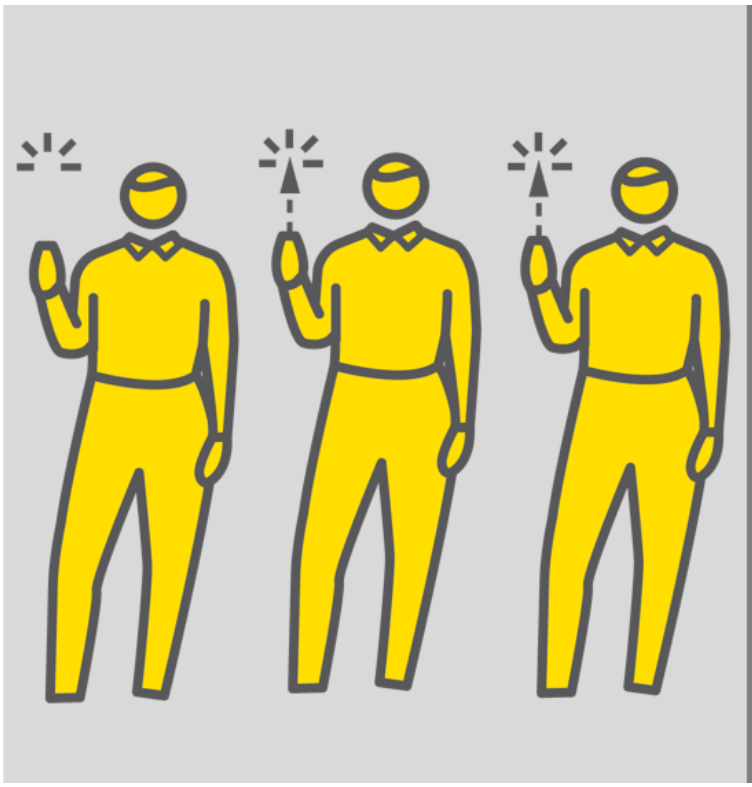
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Use of King David Way - Learning Behaviours for Staff and Pupils.

Behaviour for Learning focuses not just on children behaving well, it also encourages them to actively listen, speak and fully engage; demonstrating their good learning behaviour.

Behaviour for Learning





SIGNAL, PAUSE, INSIST

SERIES
BEHAVIOUR & RELATIONSHIPS

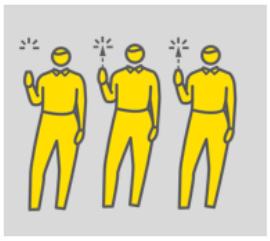
1. CHOOSE A SIGNAL
2. REHEARSE THE SIGNAL
3. GIVE THE SIGNAL
4. PAUSE
5. INSIST

TEACHING WALKTHRUS A|D|A|P|T

SIGNAL, PAUSE, INSIST

1-2-3-4-5

CHOOSE A SIGNAL



REHEARSE THE SIGNAL

GIVE THE SIGNAL

PAUSE

INSIST

TEACHING WALKTHRUS
SERIES BEHAVIOUR & RELATIONSHIPS
A|D|A|P|T

- This is a routine teachers will use several times a lesson.
- Relying on using your voice to talk over the noise of a chatting class is hard to sustain
- The signal-pause-insist routine allows teachers to move from one lesson phase to another calmly and efficiently.
- The more you insist on the response, the more embedded it becomes.

SIGNAL, PAUSE, INSIST

1 2 3 4 5

PAUSE

Give students a short moment to adjust; it's not instantaneous.

Wait without speaking to allow this transition to happen naturally.

Hold eye contact all the time.

When ready, affirm their positive response with a simple *"thank you"*.

TEACHING WALKTHRUS SERIES BEHAVIOUR & RELATIONSHIPS A|D|A|P|T

SIGNAL, PAUSE, INSIST

1 2 3 4 5

GIVE THE SIGNAL

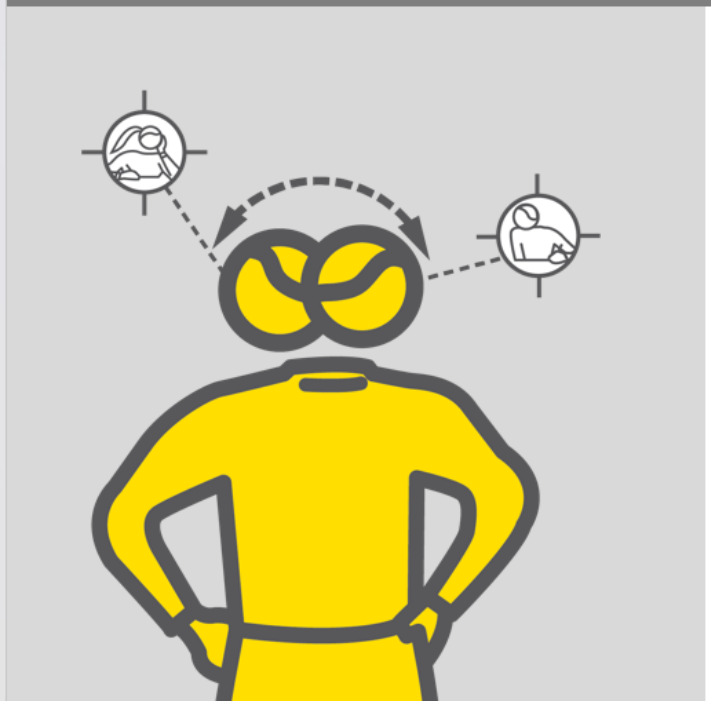
When you want to move from student activity to teacher input, stop what you are doing and give the agreed signal.

Stand facing the class, scanning the room to make eye contact with everyone.

TEACHING WALKTHRUS SERIES BEHAVIOUR & RELATIONSHIPS A|D|A|P|T

SIGNAL, PAUSE, INSIST

1 2 3 4 5



INSIST

Before moving on be sure that everyone has given you the agreed response.

If you can't get a 100% response through body language and eye contact, use low level reminders.

You might need a more-strict response or to rehearse the signal for attention routine again.

TEACHING WALKTHRUS SERIES BEHAVIOUR & RELATIONSHIPS A|D|A|P|T

SHOW-ME BOARDS

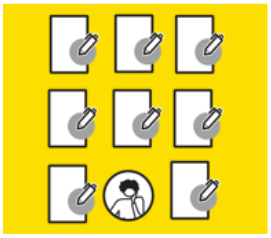
SERIES
QUESTIONING & FEEDBACK

1. ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND
2. SET THE QUESTION WITH A GOAL AND A TIMEFRAME
3. BUILD IN THINKING TIME
4. SIGNAL: 3–2–1 AND SHOW ME
5. SAMPLE STUDENT RESPONSES AND FOLLOW UP

TEACHING WALKTHRUS A|D|A|P|T

SHOW-ME BOARDS

1 2 3 4 5



ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND

SET THE QUESTION WITH A GOAL AND A TIMEFRAME

BUILD IN THINKING TIME

SIGNAL: 3–2–1 AND SHOW ME

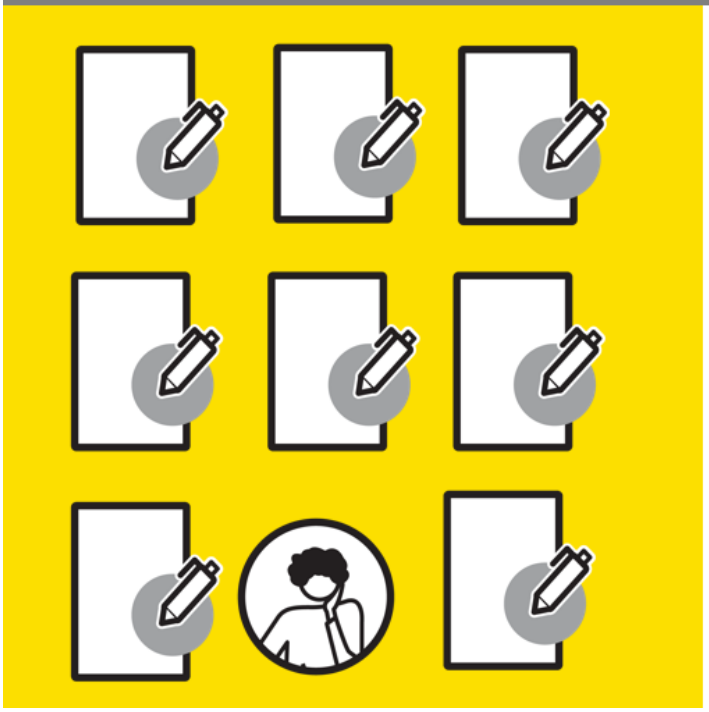
SAMPLE STUDENT RESPONSES AND FOLLOW UP

TEACHING WALKTHRUS SERIES QUESTIONING & FEEDBACK A|D|A|P|T

- Sample responses from a whole class using mini-whiteboards.
- Students write on boards in response to questions and simultaneously show their responses.
- This gives feedback to the teacher about the range of student responses.
- They also help where students generate ideas or practise making diagrams or short sentences.

SHOW-ME BOARDS

1 2 3 4 5



ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND

- Ideally, ready to use whenever you choose to use them spontaneously.
- It can help to have sets of a board + pen + wiper in wallets to speed up the logistics.

TEACHING WALKTHRUS SERIES QUESTIONING & FEEDBACK A|D|A|P|T

SHOW-ME BOARDS

1 2 3 4 5

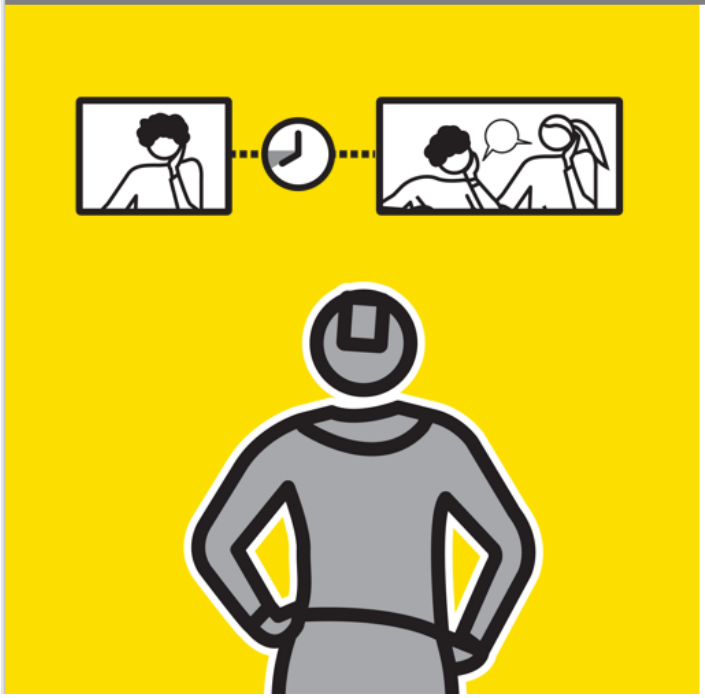
SET THE QUESTION WITH A GOAL AND A TIMEFRAME

- Ask students to produce the particular type of response you want with clear goals. For example:
  - Write out the maths solution
  - Sketch a diagram
  - Write a balanced chemical equation
- Give students a timeframe for the task in minutes.

TEACHING WALKTHRUS SERIES QUESTIONING & FEEDBACK A|D|A|P|T

SHOW-ME BOARDS

1 2 3 4 5



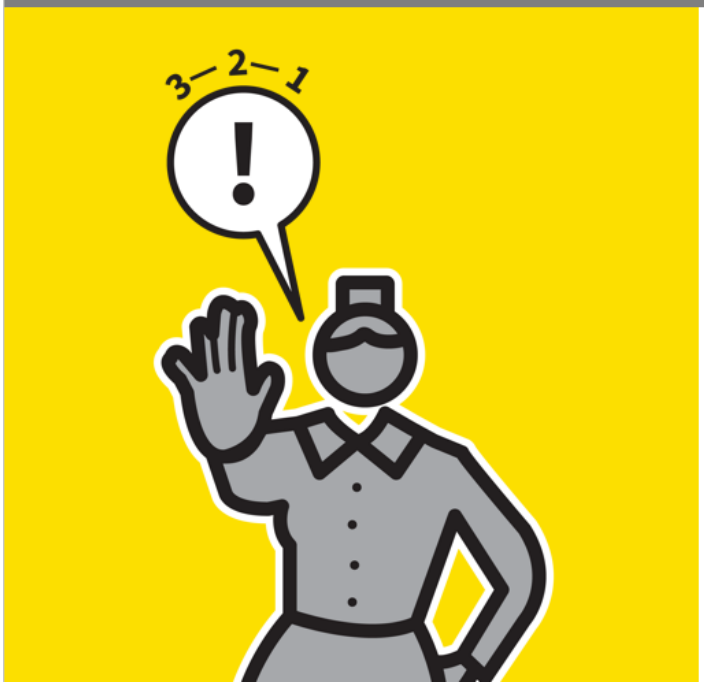
BUILD IN THINKING TIME

- Before students show their responses, make sure every student has had time to think, exploring their own schema.
- It can interrupt their thinking if another student's answer is shared prematurely.

TEACHING WALKTHRUS SERIES QUESTIONING & FEEDBACK A|D|A|P|T

SHOW-ME BOARDS

1 2 3 **4** 5



SIGNAL: 3–2–1 AND SHOW ME

- Use a crisp, disciplined routine that makes every student show their boards at the same time.
- e.g. '3-2-1 and Show Me' — or a similar signal.
- This tells students to stop writing and hold up their boards until you've finished engaging with responses.

TEACHING WALKTHRUS SERIES QUESTIONING & FEEDBACK A|D|A|P|T

SHOW-ME BOARDS

1 2 3 4 **5**

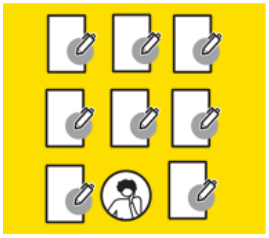
SAMPLE STUDENT RESPONSES AND FOLLOW UP

- Scan boards for correct and incorrect responses, interesting alternative responses, common errors or misconceptions.
- Engage with a sample of students to discuss their responses, either to consolidate, deepen or correct as needed.

TEACHING WALKTHRUS SERIES QUESTIONING & FEEDBACK A|D|A|P|T

SHOW-ME BOARDS

1 2 3 4 5



ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND

SET THE QUESTION WITH A GOAL AND A TIMEFRAME

BUILD IN THINKING TIME

SIGNAL: 3–2–1 AND SHOW ME

SAMPLE STUDENT RESPONSES AND FOLLOW UP

TEACHING WALKTHRUS
SERIES
QUESTIONING & FEEDBACK
A|D|A|P|T

- Sample responses from a whole class using mini-whiteboards.
- Students write on boards in response to questions and simultaneously show their responses.
- This gives feedback to the teacher about the range of student responses.
- They also help where students generate ideas or practise making diagrams or short sentences.

Appendix 1

Using Bloom's Taxonomy

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. This domain is further divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels.

Level	Level Attributes	Keywords	Questions
1: Knowledge	Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select	What is ...? How is ...? Where is ...? When did _____ happen? How did _____ happen? How would you explain ...? Why did ...? How would you describe ...? When did ...? Can you recall ...? How would you show ...? Can you select ...? Who were the main ...? Can you list three ...? Which one ...? Who was ...?
Level 2: Comprehension	Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify	How would you classify the type of ...? How would you compare ...? contrast ...? Will you state or interpret in your own words ...? How would you rephrase the meaning ...? What facts or ideas show ...? What is the main idea of ...? Which statements support ...? Can you explain what is happening . . . what is meant . . .? What can you say about ...? Which is the best answer ...? How would you summarize ...?
3: Application	Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify	How would you use ...? What examples can you find to ...? How would you solve _____ using what you have learned ...? How would you organize _____ to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?

4: Analysis	Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.	analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion	What are the parts or features of ...? How is _____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorize ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?
5: Synthesis	Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change	What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative ...? Can you invent ...? How would you adapt _____ to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimize (maximize) ...? What way would you design ...? What could be combined to improve (change) ...? Suppose you could _____ what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Can you construct a model that would change ...? Can you think of an original way for the ...?

6: Evaluation	Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.	award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, ,support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct	Do you agree with the actions ...? with the outcomes ...? What is your opinion of ...? How would you prove ...? disprove ...? Can you assess the value or importance of ...? Would it be better if ...? Why did they (the character) choose ...? What would you recommend ...? How would you rate the ...? What would you cite to defend the actions ...? How would you evaluate ...? How could you determine ...? What choice would you have made ...? What would you select ...? How would you prioritize ...? What judgment would you make about ...? Based on what you know, how would you explain ...? What information would you use to support the view ...? How would you justify ...? What data was used to make the conclusion ...? Why was it better that ...? How would you prioritize the facts ...? How would you compare the ideas ...? people ...?