

Higher Order Thinking Question Stems For Kindergarten Manual

Higher Order Thinking Question Stems for Kindergarten: Unlocking Critical Thinking Skills Early On

Higher order thinking question stems for kindergarten are essential tools that foster critical thinking, creativity, problem-solving, and analytical skills in young learners. At the kindergarten level, children are naturally curious and eager to explore their environment. By incorporating thoughtfully crafted question stems into daily activities and lessons, educators can nurture deeper understanding and encourage children to think beyond rote memorization. This article provides a comprehensive guide to developing effective higher order thinking questions suitable for kindergarten students, along with practical examples, benefits, and strategies for implementation.

Understanding Higher Order Thinking in Kindergarten

What is Higher Order Thinking?

Higher order thinking refers to the cognitive processes that involve analysis, evaluation, synthesis, and creation. Unlike lower-order thinking skills such as remembering and understanding, higher order thinking challenges students to engage in complex thought processes. For kindergarteners, this means moving beyond simply recalling facts to applying knowledge, making connections, and generating new ideas.

Why is Higher Order Thinking Important for Young Children?

Developing higher order thinking skills at an early age has numerous benefits:

- Enhances problem-solving abilities
- Fosters creativity and innovation
- Builds critical thinking skills necessary for academic success
- Encourages curiosity and a love for learning
- Prepares children for more complex cognitive tasks in later grades

Characteristics of Effective Higher Order Thinking Question Stems for Kindergarten

To be effective, question stems should be age-appropriate, clear, and engaging. They should prompt children to analyze, evaluate, or create rather than merely recall information. Effective question stems for kindergarten typically:

- Are simple and concise
- Use familiar language
- Encourage reasoning and explanation
- Promote open-ended responses
- Stimulate curiosity and imagination

Categories of Higher Order Thinking Question Stems for Kindergarten

Analyzing Questions

These question stems prompt children to examine parts of a whole, identify relationships, or compare items.

Examples:

- "What do you notice about these two objects?"
- "Why do you think this happened?"
- "Can you find the differences between these two pictures?"
- "What is the same about these two stories?"

Evaluating Questions

Evaluating questions help children make judgments based on criteria or evidence.

Examples:

- "Which activity did you enjoy the most? Why?"
- "Do you think this story is happy or sad? Why?"
- "Which picture shows the best way to solve this problem?"
- "Is this the right way to do it? Why or why not?"

Creating Questions

Creating questions challenge children to generate new ideas, stories, or solutions.

Examples:

- "Can you make up a new ending for this story?"
- "How would you solve this problem using your own idea?"
- "Can you design a new game using these materials?"
- "What could happen next in this story?"

Applying Questions

Application questions encourage children to use their knowledge in new situations.

Examples:

- "How can you use these blocks to build a house?"
- "What would you do if you found a lost puppy?"
- "How can you make a picture using only circles?"
- "What happens if you mix these colors?"

Practical Examples of Higher Order Thinking Question Stems for Kindergarten

Integrating higher order thinking questions into daily activities can significantly enhance learning outcomes. Here are some practical examples categorized by subject area:

Literacy and Language Arts

- "Why do you think the character acted that way?"
- "Can you tell me what might happen next in this story?"
- "How is this story similar to your own experience?"
- "What do you think the main idea of this story is?"

Mathematics

- "How can you arrange these shapes to make a pattern?"
- "What happens if you add one more block? How many are there now?"
- "Can you find a different way to solve this problem?"
- "Why do you think this number is special?"

Science and Nature

- "What do you notice about these plants?"
- "Why do you think the weather changes?"
- "Can you think of other animals that live in the same place?"
- "What might happen if we plant more seeds?"

Art and Creativity

- "How does this painting make you feel?"
- "What colors can you use to make your picture brighter?"
- "Can you create a new design using these shapes?"
- "What story does your artwork tell?"

Social Studies and Community

- "Why is it important to share with friends?"
- "What do people do to help in our community?"
- "How are you similar to or different from your classmates?"
- "What are some ways we can take care of our environment?"

Strategies for Incorporating Higher Order Thinking Question Stems in Kindergarten Instruction

1. Use Open-Ended Questions

Open-ended questions allow children to express their thoughts freely, promoting deeper thinking. Instead of asking, "Did you like the story?" ask, "What did you like most about the story and why?"

2. Encourage Justification and Explanation

Prompt children to explain their thinking. For example, "Why do you think this shape fits here?" or "Can you tell me how you solved this puzzle?"

3. Incorporate Visuals and Props

Using pictures, objects, or real-life scenarios can make higher order questions more engaging and accessible for kindergarteners.

4. Foster a Question-Friendly Environment

Create a classroom culture where questioning is encouraged. Invite children to ask their own questions and explore answers collaboratively.

5. Use Think-Pair-Share

Have children think about a question individually, discuss with a partner, then share with the class. This process promotes critical thinking and communication skills.

6. Integrate Questions into Play and Exploration

Use play-based activities to pose higher order questions. For example, during a building activity, ask, "What could you build next? Why?"

Tips for Teachers to Develop Effective Higher Order Thinking Question Stems

- Align questions with learning objectives: Ensure questions are purposeful and relevant.
- Differentiate questions: Adjust complexity based on individual student levels.
- Model thinking aloud: Demonstrate how to approach higher order questions.
- Provide wait time: Allow children sufficient time to think before responding.
- Use scaffolding: Support children in developing their responses gradually.

Conclusion: Fostering Critical Thinkers from the Start

Implementing higher order thinking question stems in kindergarten is a powerful way to nurture inquisitive, reflective, and creative learners. By carefully designing and integrating these questions into everyday teaching, educators can lay a strong foundation for lifelong learning. Remember, at this stage, the goal is not only to assess knowledge but to inspire children to think deeply, ask questions, and explore their world with curiosity and confidence. With practice and intentionality, fostering higher order thinking skills in young children becomes an achievable and rewarding goal that benefits their academic journey and personal growth.

Higher Order Thinking Question Stems for Kindergarten: A Comprehensive Guide for Educators

In the realm of early childhood education, fostering higher order thinking question stems for kindergarten is essential to cultivate critical thinking, creativity, and problem-solving skills from a young age. While basic recall questions serve as foundational tools for assessing fundamental understanding, integrating higher order questions encourages young learners to analyze, evaluate,

and synthesize information. This guide explores the importance, types, and practical strategies for incorporating higher order thinking question stems into kindergarten classrooms, equipping educators with the tools needed to challenge and inspire their students.

Understanding Higher Order Thinking in Kindergarten

What Are Higher Order Thinking Skills?

Higher order thinking skills (HOTS) refer to the complex cognitive processes that go beyond memorization and recall. These skills include analyzing ideas, evaluating options, creating new solutions, and applying knowledge in novel contexts. In kindergarten, developing HOTS involves nurturing curiosity, encouraging reasoning, and supporting the development of foundational critical thinking abilities.

Why Are Higher Order Question Stems Important at the Kindergarten Level?

- Promotes Deep Learning: Encourages children to connect concepts, see relationships, and understand underlying principles.
- Builds Critical Thinking Skills: Prepares children to approach problems thoughtfully and make informed decisions.
- Enhances Language Development: Stimulates expressive language through elaboration, justification, and explanation.
- Supports Engagement and Motivation: Challenges children to think creatively, making learning more meaningful and enjoyable.

Types of Higher Order Thinking Question Stems for Kindergarten

To effectively foster higher order thinking, educators should employ question stems that challenge students to analyze, evaluate, and create. Here are common categories with examples suitable for kindergarten:

- Analyzing Questions

These prompts require students to break down information, compare, or distinguish between concepts.

- "How are these two things alike?"
- "What is different about this story than the one we read yesterday?"

- "Why do you think this happened?"
- "Can you find something that is the same/different?"
- "What parts of the story are most important?"

- Evaluating Questions

These question stems encourage children to make judgments, express opinions, or justify their thinking.

- "Do you think this activity was fun? Why or why not?"
- "Which picture do you like best? Why?"
- "Was this the right choice? What would you do differently next time?"
- "How do you know that this solution will work?"
- "Can you explain why you think this is a good idea?"

- Creating Questions

These prompts inspire learners to invent, design, or produce new ideas or solutions.

- "Can you make up a story about what might happen next?"
- "If you could change the ending of the story, what would it be?"
- "Design your own superhero and tell us what powers they have."
- "What new game can you invent using these blocks?"
- "Can you come up with a new way to solve this puzzle?"

Practical Strategies for Incorporating Higher Order Question Stems

Implementing higher order questions in a kindergarten classroom requires thoughtful planning and intentionality. Here are strategies to effectively incorporate these question stems into daily instruction:

- Use Open-Ended Questions

Open-ended questions naturally promote higher order thinking because they require more than yes/no answers. Examples include:

- "What do you think will happen next?"
- "Why do you think the character did that?"

- Incorporate Visuals and Manipulatives

Young children learn best through hands-on experiences. Use objects, pictures, or stories to prompt analysis and creation.

- Activity: Show two different animal pictures and ask, "How are these animals the same or different?"

- Model Higher Order Thinking

Demonstrate how to think critically by verbalizing your thought process. For example:

- "I notice that the story has a problem and a solution. Can you find the problem in this story?"

- Encourage Peer Discussion

Foster collaborative thinking by prompting children to share ideas and evaluate each other's reasoning.

- "What do you think about what your friend said? Do you agree or disagree?"

- Scaffold Questioning

Start with simpler analysis questions and gradually introduce more complex evaluation and creation prompts as students develop their thinking skills.

- Create a Question Wall or Chart

Display sample question stems around the classroom to remind both teachers and students of the types of higher order questions they can ask.

Sample Higher Order Thinking Question Stems for Different Content Areas

Here is a curated list of question stems tailored to various kindergarten subjects, promoting higher order thinking:

Literacy

- "What do you think this story is really about?"
- "Can you think of a different ending for this story?"
- "Why do you think the character acted that way?"
- "What would you do if you were in the story?"

Math

- "How can you find out which group has more?"
- "What will happen if we add one more?"
- "Can you create your own pattern using these shapes?"
- "Why does this number come after this one?"

Science

- "What do you observe about these plants?"
- "Why do you think the ice melted?"
- "What do you think will happen if we change this part of the experiment?"
- "Can you think of a different way to sort these objects?"

Social Studies

- "Why is it important to share with friends?"
- "How do people in different places celebrate holidays?"
- "What do you think makes a good neighbor?"
- "Can you think of a rule that helps everyone stay safe?"

Tips for Teachers: Maximizing the Impact of Higher Order Question Stems

- Align questions with learning objectives: Ensure that the question stems relate to the skills or

concepts you want students to develop.

- Balance questioning levels: Mix lower, higher, and creative questions to cater to different learning stages and keep students engaged.
- Encourage elaboration: Ask follow-up questions like "Tell me more" or "Why do you think that?" to deepen understanding.
- Provide wait time: Allow students sufficient time to think and respond to complex questions.
- Use positive reinforcement: Celebrate diverse responses to promote confidence and a growth mindset.

Conclusion: Cultivating a Culture of Critical Thinking in Kindergarten

Incorporating higher order thinking question stems for kindergarten is a powerful way to ignite curiosity and nurture critical thinking skills early in a child's educational journey. By thoughtfully selecting and using questions that challenge students to analyze, evaluate, and create, educators foster a classroom environment where young learners become active participants in their learning process. Remember, the goal is to scaffold these questions in a developmentally appropriate manner, creating opportunities for children to explore ideas deeply, express their reasoning, and develop a love for inquiry that will serve as a foundation for lifelong learning.

Empower your kindergarten classroom by integrating higher order thinking question stems today, and watch your students blossom into confident, thoughtful thinkers!

Question What do you think will happen if we combine these two colors? I think the colors might make a new color when mixed together. Can you compare this story to something you've experienced? Yes, it reminds me of when I went to the park and played on the swings. **Why** do you think the character acted that way? Maybe because they were feeling happy or sad. What would you do if you found a lost puppy? I would tell an adult and help find its owner. How can we solve this problem together? We can think of different ideas and choose the best one. What is the main idea of this story? The main idea is about being kind to others. Can you create a new ending for this story? Yes, I think the characters would go on an adventure instead. **Why** is it important to share with friends? Because sharing helps everyone have fun and feel happy.

Related keywords: kindergarten thinking questions, higher order questions for preschool, critical thinking prompts for kindergarten, Bloom's taxonomy kindergarten, analytical questions for young learners, reasoning questions for kindergarten, evaluation prompts for preschoolers, creative thinking stems for kindergarten, problem-solving questions for young children, cognitive skill questions for kindergarten

Sbac question stems to use in classroom

sbac question stems to use in classroom are essential tools for educators aiming to prepare students effectively for the Smarter Balanced Assessment Consortium (SBAC) tests. These assessments are designed to evaluate students' critical thinking, problem-solving, and comprehension skills across various subjects, primarily in English Language Arts/Literacy and Mathematics. Incorporating well-crafted question stems into classroom instruction not only enhances student engagement but also fosters deeper understanding and analytical thinking. In this article, we will explore the importance of SBAC question stems, provide examples of effective stems, and offer practical strategies for teachers to implement them in their teaching practices.

Understanding the Importance of SBAC Question Stems

What Are SBAC Question Stems?

SBAC question stems are the introductory phrases or prompts that frame a question to guide students in their thinking process. They set the context for the question, indicating what kind of response is expected—whether it's analysis, interpretation, comparison, or evaluation. Well-designed stems help students understand the purpose of the question and encourage higher-order thinking.

Why Use SBAC Question Stems in the Classroom?

Using SBAC question stems in classroom instruction offers several benefits:

- **Aligns Instruction with Testing Expectations:** Familiarizes students with the types of questions they will encounter on the SBAC assessments.
- **Promotes Critical Thinking:** Encourages students to analyze, evaluate, and synthesize information rather than memorize facts.
- **Builds Test-Taking Skills:** Develops students' ability to interpret prompts and craft appropriate responses.
- **Supports Differentiated Learning:** Provides scaffolding for diverse learners by explicitly stating the task focus.

Common SBAC Question Stems and Examples

Creating effective question stems involves understanding the cognitive level targeted by the assessment. The SBAC aligns with Bloom's Taxonomy, emphasizing higher-order skills. Here are some common stems categorized by cognitive level, along with examples:

Recall and Comprehension

These stems focus on factual recall and understanding basic concepts.

- What is the main idea of...
- Describe the character's actions in...
- Explain the meaning of the word/phrase...

Application

Stems that require applying knowledge to new situations.

- How would you solve...
- Use the information from the text to determine...
- Apply the formula to find the value of...

Analysis

Encourage students to examine parts of a whole and understand relationships.

- Compare and contrast...
- Analyze the author's use of...
- What are the causes and effects of...

Synthesis and Evaluation

Focus on creating new ideas or making judgments.

- Propose an alternative solution to...
- Evaluate the effectiveness of...
- Justify your opinion about...

Effective SBAC Question Stems for Different Subjects

Different subjects require tailored question stems that address their specific content and skills. Here are some examples:

English Language Arts (ELA)

- Analyzing Texts:

- What is the author's main message in...
- How does the author use language to create mood in...
- Describe how the character's actions influence the story's outcome.

- Writing and Argumentation:

- Support your answer with evidence from the text...
- What is the best way to organize your ideas in...?
- Which statement best summarizes the main idea of...

Mathematics

- Problem Solving:

- What is the most efficient way to find...
- If you know that..., what can you conclude about...
- Use the data to determine the best estimate for...

- Conceptual Understanding:

- Explain why the formula works for solving...
- Compare the two methods used to find...
- Describe how changing the value of affects the outcome of...

Strategies for Incorporating SBAC Question Stems into Classroom Practice

Effectively integrating SBAC question stems into daily instruction can significantly improve student preparedness. Here are some strategies:

1. Use Question Stems During Instruction

Incorporate question stems into your lesson plans to prompt students during discussions or activities. For example, after reading a passage, ask, "What is the main idea?" or "How does the author use language to create mood?"

2. Develop Practice Questions with Stems

Create practice assessments that mirror SBAC question formats. Use the stems as prompts to help students become familiar with the types of questions they will encounter.

3. Teach Question Stemming as a Skill

Explicitly teach students how to identify and respond to different stems. Help them recognize cues that indicate whether they need to analyze, compare, or justify their answers.

4. Use Socratic Questioning Techniques

Encourage higher-order thinking by posing questions with stems like "What if...?" or "Why do you think...?" to deepen understanding.

5. Incorporate Technology and Online Resources

Utilize digital platforms that simulate SBAC questions with stems, providing students with interactive practice.

Creating Your Own SBAC Question Stems

Designing effective question stems tailored to your curriculum can further enhance student learning. Here are some tips:

- Be Clear and Concise: Avoid ambiguity to ensure students understand the task.
- Align with Learning Objectives: Ensure stems relate directly to the skills and standards you aim to teach.
- Use Action Verbs Appropriately: Incorporate verbs like analyze, describe, evaluate, compare, and justify to specify the expected response.
- Vary the Complexity: Mix simple recall stems with more complex analytical prompts to challenge students appropriately.

Conclusion

Incorporating SBAC question stems in classroom instruction is a strategic approach to preparing

students for standardized assessments while also fostering critical thinking and comprehension skills. By understanding the different types of stems, tailoring them to subject-specific content, and integrating them into daily lessons, educators can create a more engaging and effective learning environment. Remember, the goal is not only to help students succeed on the SBAC but also to develop skills that will serve them well beyond the test. Through thoughtful planning and practice, teachers can make question stems a powerful tool in their instructional toolkit, leading to improved student outcomes and increased confidence in their abilities.

SBAC Question Stems to Use in Classroom: Enhancing Student Engagement and Critical Thinking

In the realm of standardized testing, particularly the Smarter Balanced Assessment Consortium (SBAC), crafting effective question stems is crucial for assessing student understanding and fostering critical thinking skills. SBAC question stems to use in classroom are not merely tools for evaluation but serve as catalysts that guide students through complex reasoning processes. When teachers design or select appropriate stems, they create an environment where students can demonstrate higher-order thinking, articulate their reasoning clearly, and develop confidence in their abilities. This article explores various SBAC question stems, discusses their application in classroom settings, and offers practical tips to maximize their effectiveness.

Understanding SBAC Question Stems

Before diving into specific question stems, it's important to understand what they are and why they matter. Question stems are the introductory phrases or prompts that set the stage for students to respond to a question. Well-crafted stems can direct students' thinking, clarify expectations, and reduce ambiguity, thereby facilitating more accurate assessment of their knowledge and skills.

Features of effective SBAC question stems:

- Clear and concise language
- Aligned with depth of knowledge (DOK) levels
- Encourage higher-order thinking
- Open-ended enough to allow for varied student responses
- Scaffolding for students with diverse needs

Categories of SBAC Question Stems

SBAC question stems generally fall into several categories based on cognitive demand and purpose. Recognizing these categories helps teachers choose or craft stems that align with their instructional goals.

1. Recall and Recall-Related Stems

These stems ask students to remember or recognize information. They are foundational but should be supplemented with higher-level prompts for deeper understanding.

Examples:

- "What is the main idea of..."
- "Which of the following best describes..."
- "Recall the steps involved in..."

Pros:

- Easy for students to understand
- Good for foundational knowledge assessment

Cons:

- Limited in promoting critical thinking
- May encourage rote memorization

2. Comprehension and Application Stems

These prompts require students to understand concepts and apply them to new situations.

Examples:

- "Explain how..."
- "Describe the process of..."
- "Use the information to determine..."

Pros:

- Encourage understanding beyond memorization
- Promote application of knowledge

Cons:

- May be challenging for students with limited language skills

3. Analysis and Evaluation Stems

These question stems push students to analyze information, compare ideas, or evaluate arguments.

Examples:

- "Compare and contrast..."
- "Analyze the effect of..."
- "Evaluate the validity of..."

Pros:

- Develop higher-order thinking skills
- Prepare students for complex real-world problems

Cons:

- Require higher cognitive load
- May need scaffolding for some students

4. Synthesis and Creation Stems

These prompts challenge students to create new ideas, products, or perspectives based on their knowledge.

Examples:

- "Design a plan to..."
- "Create an alternative solution..."
- "Propose a hypothesis based on..."

Pros:

- Foster creativity and innovation
- Encourage deep engagement

Cons:

- Can be intimidating for some students
- Require substantial guidance and support

Effective SBAC Question Stems for Classroom Use

In practice, teachers can incorporate a variety of stems tailored to their instructional goals. Below are some effective stems categorized by cognitive level, along with tips for implementation.

Recall and Recognition Stems

These stems are useful for quick checks of factual knowledge or foundational understanding.

- "What is the definition of..."
- "Which of the following is true about..."
- "Identify the main character in..."

Implementation Tip: Use these stems for warm-ups or review sessions to activate prior knowledge.

Understanding and Explaining Stems

Encourage students to articulate their understanding with prompts like:

- "Explain why..."
- "Describe how..."
- "Summarize the main points of..."

Implementation Tip: Pair these with visual aids or graphic organizers to assist student responses.

Applying Knowledge Stems

Promote transfer of learning with stems such as:

- "Use the data to predict..."
- "Apply the formula to solve..."
- "Illustrate how the concept can be used in..."

Implementation Tip: Provide real-world contexts to make the application meaningful.

Analyzing and Comparing Stems

Develop critical thinking with prompts like:

- "Compare the perspectives of..."
- "Analyze the cause and effect of..."
- "Differentiate between..."

Implementation Tip: Use Venn diagrams or charts to help students organize their analysis.

Evaluating and Judging Stems

Encourage judgment and justification:

- "Assess the strengths and weaknesses of..."
- "Determine whether the statement is true or false, and justify your answer."
- "Critique the author's argument..."

Implementation Tip: Encourage students to support their evaluations with evidence.

Creating and Innovating Stems

Foster creativity with prompts like:

- "Design an experiment to test..."
- "Create a poster that explains..."
- "Propose a solution to..."

Implementation Tip: Allow students to present their creations to enhance communication skills.

Practical Tips for Using SBAC Question Stems Effectively in Classroom Instruction

To maximize the benefits of SBAC question stems, teachers should consider the following strategies:

- Align stems with learning objectives: Ensure that each question stem targets the specific skills or knowledge you want students to demonstrate.
- Vary the cognitive level: Use a mix of stems to promote a balanced development of skills from recall to creation.
- Provide clear instructions: Make sure students understand what is expected in their responses, especially for open-ended questions.
- Use scaffolding: For complex stems, provide hints, graphic organizers, or modeling to support student success.
- Encourage justification: Prompt students to explain their reasoning, which deepens understanding and prepares them for SBAC testing.
- Incorporate formative assessment: Use question stems during instruction to gauge understanding and inform teaching adjustments.
- Practice with mock questions: Regularly include SBAC-style stems in classroom assessments to familiarize students with the format and expectations.

Conclusion

SBAC question stems to use in classroom are powerful tools that can transform assessments from mere testing into meaningful learning opportunities. By carefully selecting and crafting question stems across various cognitive levels, teachers can promote critical thinking, deepen understanding, and better prepare students for high-stakes assessments. Incorporating a variety of stems ranging from simple recall to complex creation ensures a comprehensive approach to student assessment and skill development. Ultimately, thoughtful use of these question stems not only enhances test performance but also nurtures lifelong learning skills essential for academic and real-world success.

QuestionAnswer What are some effective strategies for creating SBAC question stems that promote higher-order thinking? To promote higher-order thinking, design question stems that require analysis, evaluation, and synthesis, such as prompts asking students to compare concepts, justify their reasoning, or predict outcomes based on given data. How can I ensure my SBAC question stems align with the Common Core State Standards? Align question stems with CCSS by focusing on skills emphasized in the standards, such as comprehension, reasoning, and problem-solving, and phrasing prompts that directly assess these skills in real-world contexts. What are some examples of clear and concise SBAC question stems for math assessments? Examples include prompts like 'What is the value of...?', 'Solve for...', 'Which of the following best describes...?', and 'Explain how you arrived at your answer.' These are straightforward and focused on specific skills. How can I modify SBAC question stems to accommodate diverse learners and multiple intelligences? Modify stems by including visual aids, real-life scenarios, or open-ended prompts that allow students to demonstrate understanding through various formats, such as drawings, verbal explanations, or hands-on activities. What are common pitfalls to avoid when writing SBAC question stems for classroom assessments? Avoid ambiguous language, double negatives, overly complex wording, and questions that are too broad or vague. Ensure stems are clear, precise, and directly aligned with the learning objectives. How can I practice designing effective SBAC question stems for my students? Practice by reviewing sample SBAC questions, analyzing their structure and intent, and then creating your own prompts. Collaborate with colleagues for feedback and revise stems to improve clarity and alignment with assessment goals.

Related keywords: SBAC question stems, SBAC practice questions, SBAC test prep, SBAC question examples, SBAC grade-level questions, SBAC reading stems, SBAC writing prompts, SBAC math questions, SBAC test strategies, SBAC classroom activities

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