

Exploros Student Response Elements Playbook

Purpose of This Playbook

This playbook is designed to help teachers understand and effectively use Exploros Student Response Elements to support engagement, participation, and assessment. Each element serves a different instructional purpose and can be used strategically to deepen student thinking, encourage collaboration, and measure understanding.

How to Use This Playbook

This playbook is designed to help teachers quickly understand how each Exploros response element works and how to use student responses to support discussion and learning. Each section highlights key features, teacher moves, and instructional considerations for that element.

This playbook is not intended to cover every instructional strategy or classroom use case. Use it as a starting point for planning, facilitation, and interpreting student thinking during instruction.

Table of Contents

Overview of Student Response Elements	4
DRAWING TOOL	5
GRAPHIC ORGANIZER	7
POLL	9
TABLE	11
WALL	13
WORD CLOUD	15
AUTO-GRADED ELEMENTS	17
General Best Practices for Student Responses	19
Conclusion	20

Overview of Student Response Elements

Inside Exploros, all forms of student posts are referred to as **responses**. Responses may include writing, drawings, polls, graphic organizers, collaborative work, and more.

Elements are shared two ways:

- Sharing with the Class – Used for creative and discussion-based activities. Students are encouraged to review and respond to peers' work.
- Sharing with the Teacher Only – Used for fact-based, high-stakes, or sensitive responses. Teachers can adjust settings or highlight exemplary work for class discussion.

Elements support both:

- Formative Assessment (Open-Ended Responses) – Used to encourage discussion, creativity, and reflection.
- Summative Assessment (Auto-Graded Responses) – Used to assess understanding with immediate feedback and measurable results.

Element types:

Drawing Tool, Graphic Organizer, Poll, Table, Wall, Word Cloud, Drag and Drop, Hot Spot, Hot Text, Multi-part EBSR, Multiple Choice, Multi-Select

DRAWING TOOL

What Is It?	What Do Students Do?
The Drawing Tool gives students a space to show their thinking visually through drawing, labeling, annotating, or marking up images and ideas.	Students draw, annotate, label, highlight, upload images, or add text boxes to explain their thinking visually.

Sharing Type	Grading Type
Responses appear live for the teacher in Activity View. Student responses may also be shared with the class.	Open-ended formative

What Teachers Should Look For
• What students choose to highlight or label • Differences in how students interpret the same image or source • Use of evidence in annotations or labels

Teacher Moves

Anchor in evidence

- Ask students to explain visual choices using evidence from the image, source, or task.

Compare responses

- Examine different annotations as a class and prompt students to notice similarities and differences.

Make meaning

- Ask what the patterns across responses reveal about the image, source, or issue.

Drive forward

- Ask clarifying and probing questions, such as: “Why did you mark that?” or “What do our annotations reveal about ___?”

Common Pitfall	Teacher Tip
Students may focus on making the drawing look good instead of showing their thinking. Skipping discussion after students complete the task. Overcorrecting toward one exact visual response.	Remind students the goal is to show thinking, not artistic ability. Give students extra time to explore the Drawing Tool the first few times they use it.

Video Tutorial: Coming Soon!

GRAPHIC ORGANIZER

What Is It?	What Do Students Do?
The Graphic Organizer helps students organize and connect ideas using a structured format.	Students sort information, compare ideas, organize evidence, and connect details across categories or sections.

Sharing Type	Grading Type
Responses appear live for the teacher in Activity View. If student responses are shared, students see peer responses after posting their own.	Open-ended formative

What Teachers Should Look For
• How students organize information • Misplaced information or misconceptions • Differences in how students categorize or connect ideas

Teacher Moves

Anchor in evidence

- Ask students to explain why they placed ideas, examples, or evidence in specific parts of the organizer.

Compare organization

- Examine different organizers as a class and prompt students to notice similarities and differences in how ideas were sorted or connected.

Make meaning

- Ask what patterns, relationships, or tensions students notice across the organizers.

Drive forward

- Use student responses to press toward the next layer of thinking: “So what?” “Why does this matter?” or “What question should we consider next?”

Common Pitfall	Teacher Tip
Students may focus on filling boxes instead of making meaning.	Print articles and have students highlight evidence before completing the organizer.
Skipping discussion after completion.	Use the Print-Ready Resource Pack to model an exemplar response or help students brainstorm before responding.
Overcorrecting toward one exact answer set.	

Video Tutorial: Coming Soon!

POLL

What Is It?	What Do Students Do?
The Poll allows students to choose from set response options and quickly shows how the class is thinking about a question or issue.	Students select the answer choice that best matches their thinking, prediction, perspective, or interpretation.

Sharing Type	Grading Type
Responses appear live for the teacher in Activity View. Poll results may also be shared with the class to support discussion.	Open-ended formative

What Teachers Should Look For
• Patterns in class thinking • Strong disagreements or tensions • Students following the majority without explanation

Teacher Moves

Anchor in reasoning

- Ask students to explain why they selected their response, especially when results show a strong pattern or split.

Compare perspectives

- Examine the poll results as a class and prompt students to notice agreement, disagreement, or surprising distributions.

Make meaning

- Ask what the spread of responses suggests about how the class is thinking about the question or issue.

Drive forward

- Use the results to press toward the next layer of thinking: “What makes this choice complicated?” “What might someone with a different answer be considering?” or “What question should we consider next?”

Common Pitfall	Teacher Tip
Treating the Poll like a right-or-wrong question instead of a discussion starter.	Use the response spread to spark discussion, not just to show percentages. Encourage students to explain their reasoning, not just select an answer.

Video Tutorial: Coming Soon!

TABLE

What Is It?	What Do Students Do?
The Table gives students a shared space to build ideas together in one organized class display.	Students add examples, evidence, observations, or ideas into shared rows or columns for the class to discuss together.

Sharing Type	Grading Type
Responses appear live for the teacher in Activity View. If student responses are shared, students see peer responses after posting their own.	Open-ended formative

What Teachers Should Look For
• Repeated ideas or patterns • Strong evidence or examples • Students building on one another's ideas

Teacher Moves

Anchor in examples

- Ask students to explain or support the examples, evidence, or ideas they added to the table.

Compare contributions

- Examine the shared table as a class and prompt students to notice repeated ideas, missing perspectives, or differences across entries.

Make meaning

- Ask what the class table shows when the responses are considered together, not just one entry at a time.

Drive forward

- Use the shared responses to press toward the next layer of thinking: “What pattern matters most?” “What needs more evidence?” or “What question should we consider next?”

Common Pitfall	Teacher Tip
Students do not need to complete every part of the table for their response to count.	Consider assigning specific rows or columns or giving students a choice in what they complete.
Encourage students to read the full table, not just their own response.	Tell students what kind of entry you expect: a word, short phrase, complete sentence, example, or evidence.

Video Tutorial: Coming Soon!

WALL

What Is It?	What Do Students Do?
The Wall gives students a shared space to post short written responses and quickly make class thinking visible.	Students respond to a prompt by sharing a short answer, claim, explanation, or piece of evidence.

Sharing Type	Grading Type
Responses appear live for both the teacher and class in Activity View. Teachers may choose to share all posts to teacher only.	Open-ended formative

What Teachers Should Look For
• Use of evidence • Differences in student thinking • Misconceptions or oversimplifications

Teacher Moves

Anchor in thinking

- Ask students to explain, clarify, or support the idea they posted.

Compare responses

- Examine wall posts as a class and prompt students to notice patterns, differences, questions, or tensions.

Make meaning

- Ask what the responses show about how students are thinking at this point in the experience.

Drive forward

- Use student posts to determine the next move: deepen reasoning, surface a question, connect to evidence, or prepare for what comes next.

Common Pitfall	Teacher Tip
Students may post vague or incomplete responses that do not support discussion.	Students can add images, links, and videos using the gray plus button under the response box. Provide sentence stems or highlight an exemplar response when students need support.

Video Tutorial: Coming Soon!

WORD CLOUD

What Is It?	What Do Students Do?
The Word Cloud lets students submit words or phrases into a shared visual display. Repeated responses appear larger so patterns are easy to see.	Students submit a word, short phrase, or multiple answers separated by commas.

Sharing Type	Grading Type
Students see their peers' responses after submitting their own response.	Open-ended formative

What Teachers Should Look For
• Common ideas or trends • Prior knowledge • Vocabulary familiarity and misunderstandings

Teacher Moves

Anchor in word choice

- Ask students to explain why they submitted a specific word or phrase.

Compare responses

- Examine the word cloud as a class and prompt students to notice common words, surprising words, or missing ideas.

Make meaning

- Ask what the size, frequency, and range of responses suggest about the class's thinking.

Drive forward

- Use the cloud to surface a pattern, clarify a misconception, build vocabulary, or identify a question to explore next.

Common Pitfall	Teacher Tip
Students may submit vague or low-effort responses that do not support discussion.	Encourage students to use specific words or phrases, not generic answers. Set clear expectations for word or phrase quality before students respond.

Video Tutorial: Coming Soon!

AUTO-GRADED ELEMENTS

What Is It?	What Do Students Do?
Auto-graded elements include Drag and Drop, Hot Spot, Hot Text, Multi-part EBSR, Multiple Choice, Multi-Select	Students answer questions by selecting, dragging, highlighting, matching, or identifying correct responses.

Sharing Type	Grading Type
Responses appear live for the teacher in Activity View. Student responses are automatically graded and are typically only visible to the teacher.	Auto - graded, summative

What Teachers Should Look For
• Heat map patterns showing where students struggled • Common incorrect answer choices • Distractors students selected most often

Teacher Moves

Read the data

- Review score patterns and answer choices to see what students understand and where thinking varies.

Build from shared understanding

- Use patterns of correct responses to name what the class is ready to build on or apply in a new context.

Investigate misconceptions

- Look for commonly selected distractors or response patterns that suggest confusion, partial understanding, or a concept worth revisiting.

Drive forward

- Use the results to choose the next instructional move: extend learning, revisit evidence, clarify vocabulary, reteach a concept, or ask students to explain their reasoning.

Common Pitfall	Teacher Tip
Treating auto-graded questions like completion tasks instead of opportunities to analyze student thinking.	Use heat maps and answer patterns to identify misconceptions and guide discussion. Use the answer poll to identify which answer choices are causing student confusion.

Video Tutorial: Coming Soon!

General Best Practices for Student Responses

Encourage Academic Discussion

- Use evidence-based prompts.
- Model respectful disagreement.
- Encourage students to explain reasoning.
- Promote active listening.

Use Responses to Guide Instruction

- Identify misconceptions.
- Adjust pacing based on student understanding.
- Use response trends for reteaching.
- Celebrate growth and improvement.

Promote Student Ownership

- Encourage reflection.
- Allow revision opportunities.
- Highlight exemplary thinking.
- Foster collaboration.

Support All Learners

- Provide sentence stems.
- Use visuals and multimedia.
- Scaffold complex tasks.
- Offer multiple ways to demonstrate understanding.

Conclusion

Exploros Student Response Elements are designed to create interactive, student-centered learning experiences that support engagement, collaboration, and standards mastery. By intentionally understanding the student response element, teachers can gather meaningful evidence of learning while promoting deeper thinking and active participation.

The most effective use of Exploros elements happens when teachers:

- Encourage student voice and collaboration
- Use responses to guide instruction
- Foster critical thinking, inquiry, and evidence-based discussion
- Create opportunities for reflection and growth