

## Effective Questioning Observation Tool

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_  
 Observer: \_\_\_\_\_ Duration of Observation: \_\_\_\_\_

Questioning Techniques	Comments/Observations
After asking question(s), sufficient wait-time is allowed for students to have “think-time” to respond.	
After asking question(s), insufficient wait-time is allowed for students to have “think-time”.	
Teacher calls on a particular student before asking the question, or immediately after asking a question.	
Addresses questions to individual students, YET to a broad range of students ~ not the same student over and over.	
Teacher calls on same student(s) disproportionately.	
Asks questions that require a verbal group response. ( <i>How many of you understood that? Does everybody see that? Right? Okay? etc.</i> )	
Teacher uses positive verbal and nonverbal cues when students are responding.	
Teacher’s verbal and/or nonverbal cues to a student’s response do not create an environment that promotes willing student participation.	
Directs questions to a student for disciplinary reasons.	
Asks probing questions if a student’s answer is incomplete, superficial or needs clarification for others to understand.	
After question is asked, teacher demonstrates active listening skills by maintaining eye contact and patience by not interrupting student.	
Teacher interprets student response and/or cuts off student response.	
Questions follow a logical sequence or pattern for developing understanding of a concept.	
Asks questions that use familiar content vocabulary and build on previous learning.	
Asks questions that relate to formulas, procedural steps, or recall of fact(s).	
Encourages students to answer difficult questions by providing cues or rephrasing without giving the answer.	
Asks questions that contain the answer.	
Questioning allows for students to interact through peer discussion and reflection around concepts/ideas.	
Content primarily delivered by lecture with few questions that promote students becoming accountable for own learning.	
Asks rhetorical questions to gain student’s attention and promote deeper thinking about a concept.	
Teacher answers own questions with or without student response.	
Asks “open” questions that require students to think at various levels of Bloom’s Taxonomy. ( <i>Ex. What are some ways we might solve the energy crisis?</i> )	
Asks questions which monitor student progress toward successful achievement of the learning target.	
Asks “closed” questions that elicit a single answer response.	
Asks questions that elicit “Yes/No” answers, one-word responses, and/or answers that rely almost completely on memory.	

**Consider using tally marks to document behaviors that are repeated during a lesson.**

*(Observe for improvement over time ~ more tallies in the unshaded rows and fewer tallies in the shaded rows.)*

### Overall Comments:

- What is a questioning technique that you observed and would like to try in your classroom?
- How was student engagement affected by questioning?
- How was level of difficulty/rigor affected by questioning?