**BASIC QUESTIONING**

**Lesson Observation Questioning Checklist**

After observing a lesson reflect on the following questioning evident in that lesson.

Q1/ Did you feel the questions were: too hard ( ) COMMENTS

 too easy ( )

 just right ( )

2/ Did the students have enough time to think always ( )

before they were able to respond? mostly ( )

 sometimes ( )

 never ( )

3/ Did it appear that the teacher engaged with not at all ( )

the students response? Somewhat ( )

 mostly ( )

4/ Was there evidence that the students were yes ( )

 presented with ideas they hadn’t thought of before? no ( )

5/ Were some students allowed to dominate the not at all ( )

by answering most of the questions? somewhat ( )

 mostly ( )

6/ When questions were asked, did it appear they mostly ( )

were understood by the students? sometimes ( )

 rarely ( )

7/ When somebody gave a wrong answer, did the teacher? answer for the person ( )

 rephrase the question to assist the student ( )

 move to another student ( )

 express displeasure ( )

**QUESTIONING TIPS**

STRUCTURE BY:

* Providing a frame of reference for the students
* Giving specific information
* Making the purpose of questions clear
* Using the board or other visual means, to draw ideas together

PHRASING BY:

* Using language that is clear and appropriate to students
* Using short, clear and concise questions that are easy to follow
* Making judicious use of specific leading questions

FOCUSSING BY:

* Carefully defining the scope of the question
* Asking questions which centre on a single task
* Not asking double-barrelled questions

RE-DIRECTING BY:

* Selecting pupils in turn to answer questions
* Using verbal and non-verbal cues

DISTRIBUTING BY:

* Asking questions of students in all parts of the room
* Posing questions to whole class and then to individuals

PAUSING BY:

* Giving students adequate time to think about a question before having to respond
* Allowing students time to reflect before answering

REACTING BY:

* Accepting answers with warmth and enthusiasm
* Using pupils answers to build on the lesson
* Incorporating student ideas into lesson summaries

PROMPTING BY:

* Assisting students who fail to give an adequate answer
* Rephrasing questions that appear to be difficult
* Offering simpler questions before returning to those that appear to be difficult
* Backtracking to draw attention to relevant information

CHANGING THE LEVEL OF COGNITIVE DEMAND BY:

* Balancing questions requiring factual recall with more challenging higher order questions