



A Questioning Toolkit

Teacher: _____ Date: _____

As a school community we will continue to focus on the validity, reliability, and fairness of our assessment and evaluation process; all questions and teacher practice should flow through these three “prisms.”

The following questions will act as guides and support for the development of powerful questioning strategies to improve student learning.

Read each question, and complete the response checklist. Then, identify your own next steps. Take your questioning process “one-step-at-a-time.”

HAVE I...	RESPONSE CHECKLIST	NEXT STEPS – AREA(S) OF FOCUS
used self and peer feedback to reflect on the questioning process in my classroom to support student learning? For example, have I used self-reflective questioning such as “are the questions I am asking relevant and meaningful to the learning goals?”	<input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet	
used time to further my professional development in questioning strategies and/or skillfully asking questions (e.g. wait time, types of questions, Bloom’s taxonomy, Garfield Gini-Newman’s research on questioning and critical thinking)?	<input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet	
used student feedback on the use of questioning in the classroom (e.g. the use of student surveys, class discussions, observations)?	<input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet	

HAVE I...	RESPONSE CHECKLIST	NEXT STEPS – AREA(S) OF FOCUS
used self and student feedback to ensure that teacher and students have established a supportive classroom environment where questions can be asked and where questions will be answered?	<input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet	
<p>used a “questioning tool” to ensure that I have chosen the most effective questions for my intended purpose? (for example factual, opinion or inquiry questions vs. literal, inferential or evaluative)</p> <p>a. used a process to identify/classify questions by the teaching intention?</p> <p>b. used this process to ensure consistent creation of similar questions?</p> <p>c. used the questions created in a design-down planning process?</p>	<input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet <input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet <input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet	
<p>used questioning within effective assessment and evaluation practices?</p> <p>a. Within my planning process have I determined the purpose for the questioning?</p> <ul style="list-style-type: none"> • Am I looking for a factual or an opinion response or evidence of critical thinking? • Am I gathering evidence of student learning through questioning for pre-assessment (formative), assessment (formative) or evaluation (summative) purposes? <p>b. Within my planning process have I chosen the most valid assessment or evaluation strategy (a strategy that gathers the evidence of learning that I am looking for) such as a survey, test, debate, or an essay that meets my purpose for questioning? For example, if factual information is sought then the strategy chosen could be a test, which is made up of factual response questions. If students are being asked to apply critical thinking skills, then a higher order thinking question could be asked and the strategy for demonstrating learning could be a debate.</p> <p>c. Within my planning process have I chosen the appropriate scoring tool that matches the strategy that I have used to gather the evidence (i.e. rubric/check-bric, marking scheme, anecdotal record, checklist, rating scale)?</p>	<input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet <input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet <input type="radio"/> Yes <input type="radio"/> Working On <input type="radio"/> Not Yet	

HAVE I...	RESPONSE CHECKLIST	NEXT STEPS – AREA(S) OF FOCUS
used teacher modeling, and explicit teaching strategies so that students can identify the type of questions, as a lead in for them to understand what a question is asking, and how they can respond to questions “on target?”	<ul style="list-style-type: none"> ○ Yes ○ Working On ○ Not Yet 	
used teacher modeling, and explicit teaching strategies so that students can respond to questions “on target?”	<ul style="list-style-type: none"> ○ Yes ○ Working On ○ Not Yet 	
used “wait time” as I question?	<ul style="list-style-type: none"> ○ Yes ○ Working On ○ Not Yet 	