

QUESTIONING SKILLS

Teacher: _____ Date: _____

<u>General Questioning Criteria</u>						<u>Comments</u>
1. Distributed questions among students	1	2	3	4	5	
2. Used several levels of questions	1	2	3	4	5	
3. Encouraged students to give lengthy answers	1	2	3	4	5	
4. Allowed students time to think	1	2	3	4	5	
5. Asked clear, coherent questions	1	2	3	4	5	
6. Encouraged student-to-student interaction	1	2	3	4	5	
7. Asked questions that cannot be answered with only a "yes" or "no"	1	2	3	4	5	
8. Asked at least 2 or more knowledge-comprehension questions	1	2	3	4	5	
9. Asked at least 2 or more application-analysis-synthesis questions	1	2	3	4	5	
10. Used probing questions effectively	1	2	3	4	5	

Comprehensive Lesson Evaluation

<u>Content</u>						<u>Comments</u>
1. Clear lesson objectives	1	2	3	4	5	
2. Preparation	1	2	3	4	5	
3. Knowledge of subject matter	1	2	3	4	5	
4. Appropriate for students' level	1	2	3	4	5	
5. Amount of material	1	2	3	4	5	
 <u>Presentation</u>						
1. Eye contact	1	2	3	4	5	
2. Movement	1	2	3	4	5	
3. Voice	1	2	3	4	5	
4. Enthusiasm	1	2	3	4	5	
5. Interaction	1	2	3	4	5	
6. Visual Aids	1	2	3	4	5	
7. Organization	1	2	3	4	5	

Types of Questions

- A. Knowledge
1. Factual (who, what, when, where)
 2. Descriptive (describe the steps)
 3. Probing
- B. Comprehension -- translate into one's own words; equation to solve a problem; translate statement into equation.
- C. Application -- applying concepts to a specific situation; solving a problem where equations are not given.
- D. Analysis -- distinguish relevant from extraneous material; distinguish fact from hypothesis.
- E. Synthesis -- design a research plan; devise a synthetic scheme
- F. Evaluation -- ability to judge the value of materials in terms of internal and external criteria.

(Transcribe and classify questions asked during the lesson on the back of this sheet.)