
QUESTIONING SKILLS

Teacher: _____ Date: _____

General Questioning Criteria

Comments

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

Content

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

Comments

Presentation

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.)
