

Questioning Checklist/ Facilitation Rubric

June 28, 2010

1. Identify target audience
2. Identify learning outcomes to be developed in students
3. Define questioning strategies to be implemented in the lesson
 - a. Types of Questions that can be used in a lesson (Graesser & Person, 1994)
 - i. Short-answer questions
 1. Verification (Yes/No answer)
 2. Disjunctive (A or B?)
 3. Conceptual Understanding (Who? What?)
 4. Quantification (How many?)
 - ii. Long-answer questions
 1. Definition (What does X mean?)
 2. Comparison (How does X compare to Y?)
 3. Example (What is an example of X?)
 4. Interpretational (What's happening)
 5. Judgmental (What do you think of X?)
 6. Antecedent (Why?)
 7. Consequence (What if?)
 8. Goal Orientation (Why?)
 9. Enablement (Why/How?)
 10. Instrumental procedural (How?)
 11. Expectational (Why not?)
 - b. Types of Questioning (Zhang, Lundenberg, McConnell, Koehler, & Eberhardt, 2010)
 - i. Soliciting ideas
 1. Solicit ideas from entire class on problems, facts, learning issues, recommendations, etc.
 - ii. Reframing ideas
 1. Reframe student's ideas into a learning issue or hypothesis, occasionally a problem or a fact which occurred in the problem analysis phase
 - iii. Clarifying ideas
 1. Ask students to clarify ideas that was unclear to the teacher
 - iv. Pushing for elaboration
 1. Ask students to elaborate on an idea that was unclear to the teacher
 - v. Checking for interpretation
 1. Ask student to confirm whether the teacher's interpretation of his or her ideas were accurate

Graesser, A. C., & Person, N. K. (1994). Question asking during tutoring. *American Educational Research Journal*, 31, 104–137.

Zhang, M., Lundenberg, M., McConnell, T., Koehler, M., & Eberhardt, J. (2010). Using questioning to facilitate discussion of science teaching problems in teacher professional development. *The Interdisciplinary Journal of Problem-based Learning*, 4(1), 57-82.

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Facilitation/Questioning Strategies

	Points available			
	4	3	2	1
Role of the Teacher	Teacher maintains role of facilitator throughout learning activities and is prompted to help students model questioning in activities; guides students to help them develop learning goals and construct knowledge; collaborates with students and offers them assistance when needed; develops realistic method of presenting the problem	Teacher provides minimal instruction of content and primarily serves as a resource for students; models questioning strategies; guides students in collaborative attempts; helps students outline learning goals and strategies; directly presents problems to students	Teacher provides some instruction of content but encourages both independent and collective activity; presents the problem and leads the students to knowledge through questions and outlines goals and strategies	Teacher provides knowledge to students through direct delivery; sets the learning environment and guides students through practice activities and corrects students as needed; presents small problems and demonstrates problem-solving process; leads students to knowledge through direct questioning

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