

**INSTRUCTION: QUESTIONING**

<b>5</b> <b>Significantly Above Expectations</b>	<b>3</b> <b>At Expectations</b>	<b>1</b> <b>Significantly Below Expectations</b>
<ul style="list-style-type: none"><li>• Teacher questions are varied and high quality, providing a balanced mix of question types:<ul style="list-style-type: none"><li>○ knowledge and comprehension;</li><li>○ application and analysis;</li><li>○ and creation and evaluation.</li></ul></li><li>• Questions are consistently purposeful and coherent.</li><li>• A high frequency of questions is asked.</li><li>• Questions are consistently sequenced with attention to the instructional goals.</li><li>• Questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers).</li><li>• Wait time (3-5 seconds) is consistently provided.</li><li>• The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.</li><li>• Students generate questions that lead to further inquiry and self-directed learning.</li></ul>	<ul style="list-style-type: none"><li>• Teacher questions are varied and high quality, providing for some, but not all, question types:<ul style="list-style-type: none"><li>○ knowledge and comprehension;</li><li>○ application and analysis;</li><li>○ and creation and evaluation.</li></ul></li><li>• Questions are usually purposeful and coherent.</li><li>• A moderate frequency of questions asked.</li><li>• Questions are sometimes sequenced with attention to the instructional goals.</li><li>• Questions sometimes require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).</li><li>• Wait time is sometimes provided.</li><li>• The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.</li></ul>	<ul style="list-style-type: none"><li>• Teacher questions are inconsistent in quality and include few question types:<ul style="list-style-type: none"><li>○ knowledge and comprehension;</li><li>○ application and analysis; and</li><li>○ creation and evaluation.</li></ul></li><li>• Questions are random and lack coherence.</li><li>• A low frequency of questions is asked.</li><li>• Questions are rarely sequenced with attention to the instructional goals.</li><li>• Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).</li><li>• Wait time is inconsistently provided.</li><li>• The teacher mostly calls on volunteers and high ability students.</li></ul>