

Tool for assessing quality of learners' questions

Simple version

Why questions?

Modern education assumes that competences are developed as a result of solving problems rather than through the transmission of knowledge. Quality questions help learners deal with learning problems for which no ready-made solutions are available.

Who can benefit from this tool?

This tool can be useful if

- you invite learners to ask questions;
- you believe learners should learn to ask questions and there are still things to improve about the quality of questions they come up with;
- you would like to learn more about possible ways of helping learners develop better quality questions.

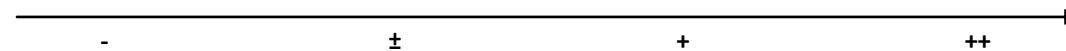
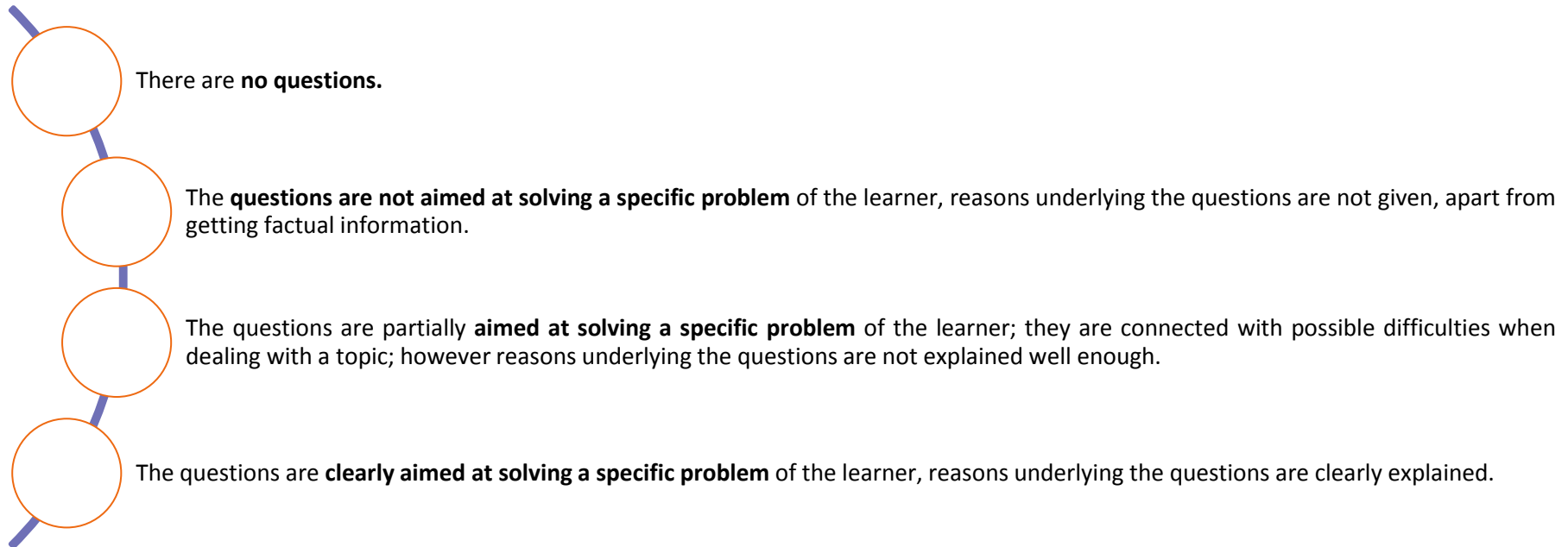
When can this tool be used?

This tool can be used any time you ask your learners to formulate questions. It will be easier for you to assess questions if they are written down. You can use the tool either for assessing an individual student or the whole group.

In both cases, you will have an idea about the current level of learners' skills in asking questions and those aspects you can draw learners' attention to for helping them improve the quality of their results.

Evaluation parameters

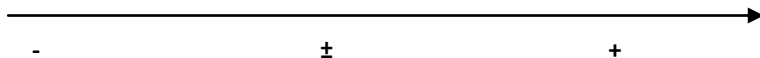
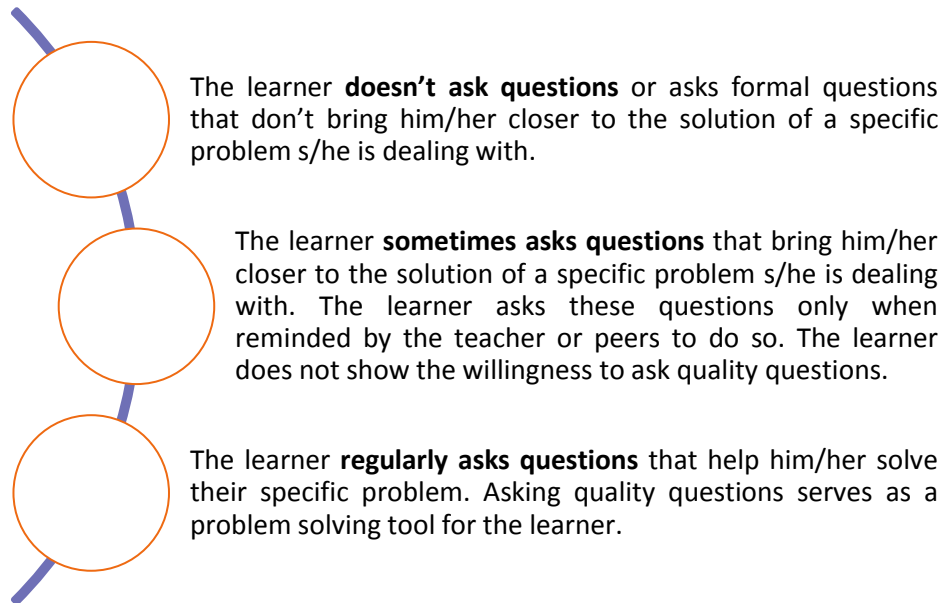
PROBLEM-CENTREDNESS OF THE QUESTION



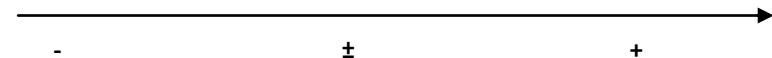
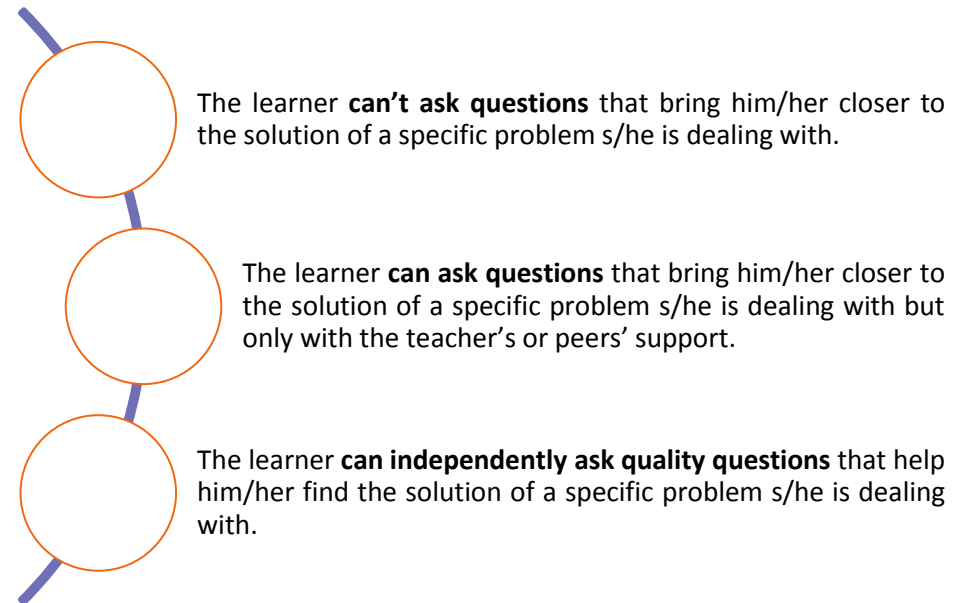
Important note

Please note that the learner's independence and disposition **cannot be** assessed unless problem-centredness has reached point (+).

DISPOSITION OF THE LEARNER TOWARDS ASKING QUALITY QUESTIONS



INDEPENDENCE OF THE LEARNER IN THE PROCESS OF FORMULATING QUALITY QUESTIONS



Evaluation parameters: important note

Please note that the learner's independence and disposition **cannot be** assessed unless problem-centredness has reached point (+).

Prior to assessing the learner's questions, you might consider looking at the situation from the student's point of view and defining a possible problem s/he is facing. This will help the teacher understand whether the proposed questions are truly aimed at resolving a specific problem of the learner or they are just connected with well-known difficulties associated with the current learning unit.

The quality of the learner's (or the group's) questions is moving from "novice" to "competent".

It doesn't matter where a student (or a group) is at a particular moment; an important thing is to help them become better in formulating quality questions. Focusing on one or several evaluation parameters will help the learner achieve this.

You can use the progress bar to monitor learners' progress towards becoming competent in asking quality questions.

Progress bar





Individual student assessment sheet

Quality of questions: problem-centredness of questions

Student name	Student's question(s)	Problem-centredness of questions			
		No questions	Not problem focused	Partially problem focused	Problem focused
S1		→			
S2		→			
S3		→			
S4		→			
S5		→			



Individual student assessment sheet

Quality of questions: disposition & independence of students

Student name	Student's question(s)	Problem-centredness of questions	Disposition of students			Independence of students			Progress bar
		Problem focused +	Doesn't do -	Does... but +/-	Does +	Can't do -	Can do with support +/-	Can do independently +	
S1			→			→			novice competent
S2			→			→			novice competent
S3			→			→			novice competent
S4			→			→			novice competent
S5			→			→			novice competent



Class assessment sheet

Quality of questions: problem-centredness of questions

Class _____

Date of assessment	Problem-centredness of questions				Notes
	No questions	Not problem focused	Partially problem focused	Problem focused	
T1	All Most Half Few None	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T2	All Most Half Few None	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T3	All Most Half Few None	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T4	All Most Half Few None	All Most Half Few None	None Few Half Most All	None Few Half Most All	



Class assessment sheet

Quality of questions: disposition & independence of students

Class _____

Date of assessment	Problem-centredness of questions	Disposition of students			Independence of students			Notes
	Problem focused	Doesn't do	Does... but	Does	Can't do	Can do with support	Can do independently	
T1	Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T2	Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T3	Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	
T4	Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	All Most Half Few None	None Few Half Most All	None Few Half Most All	