

## Empowered Questioning Self-Assessment

Analyzing Your Own Practice	Not Yet	Sometimes	Always
Do your questions reinforce the learning intention?			
Do your questions engage students to think for themselves?			
Do your questions involve ALL students?			
Do you use “individual, work as a pair, share as a group, present to the class” method to its best effect?			
Do you model for students the sort of questions they might want/need to ask?			
Do your questions show connections between previous and new learning?			
Do you plan 4-5 questions when planning lessons?			
Do you sequence questions with increasing levels of challenge?			
Do your questions motivate?			
Do you preface questions with an individuals or teams name and a motivational challenge? “James, I know that you can give me three examples...”			
Have you created structures to create “safety” to get things wrong? <i>Example: Phone a Friend</i>			
Do you ask students to explain their thinking?			
What do you do when you ask the question, <i>Why do you think that Rosa?</i> and get the answer... <i>I don't know</i> . Do you provide other, extending questions: <i>What other alternatives did you consider? Why did you reject them? What makes this choice the best?</i>			
Do you reflect back? <i>So what you are saying is...</i>			

Do you ask students to listen accurately? Summarize? Speculate?			
Do they listen and respond to each other as well as the teacher?			
Do you play devil's advocate?			
Do you promote justification and reasoning?			
Do you promote speculation and hypothesis?			
Can you encourage <i>upside-down thinking</i> by asking for the opposite point of view, or an outrageous alternative?			
Do you encourage thinking about thinking through your use of questions?			
Do you provide opportunities for students to explain the processes they chose, as well as describe the outcome?			
Do you foster an atmosphere of trust where students' opinions and ideas are valued?			
Do you create conditions for students to ask thoughtful, in depth questions that are open ended and get their peer to think critically?			
Do you teach students how to ask themselves meta-cognitive questions throughout the learning process? These questions should get students to think about their thinking before, during and after learning.			

Contact [info@thecorecollaborative.com](mailto:info@thecorecollaborative.com) for more information about building a culture of inquiry in your classroom with empowered questioning or go to [www.thecorecollaborative.com/student-engagement](http://www.thecorecollaborative.com/student-engagement) to learn more.

