



Faculty: \_\_\_\_\_ Date/Time of Observation: \_\_\_\_\_  
 Peer Observer: \_\_\_\_\_ Course: \_\_\_\_\_  
 Date of Observation: \_\_\_\_\_ Lesson: \_\_\_\_\_

**Behaviours associated with Effective Questioning**

	Observed	Not Observed	Comments
1. Asks focused, clearly-worded questions which give students a clear indication of expectations for responding.			
2. Speaks clearly and loudly such that questions can be heard everywhere in the classroom.			
3. Use varied and dynamic vocal patterns.			
4. Conveys to students a genuine interest in hearing their responses.			
5. Allows 5-8 seconds wait time for a response before restating the question or asking another student.			
6. Makes eye contact with students when asking questions and does not talk over their heads, to the blackboard or to just one individual.			
7. Calls on students by name when eliciting responses from specific individuals.			
8. Politely asks students to restate inaudible responses more loudly so the entire class can hear.			
9. Does not remain primarily in one place or engage in one-on-one questioning.			
10. Calls on students in an unpredictable sequence.			
11. Frequently asks a question before naming the respondent to encourage all students to listen and decide how they would answer.			
12. Does not allow a minority or more confident and/or impulsive students to dominate the class.			
13. Calls on students who do not normally respond.			



	Observed	Not Observed	Comments
14. Is egalitarian in questioning and attempts to call on as many students as possible.			
15. Uses a variety of strategies to allow different kinds of learners a chance to answer comfortably; 1) asking a question and letting a student call out answers; 2) choosing one student to answer after asking a question; 3) letting students raise their hands if they have an answer and then choosing volunteers.			
16. Does not limit more challenging and stimulating questions to students perceived as having higher ability or knowledge.			
17. Probes for correct responses to questions rather than giving correct answers.			
18. Asks students to justify and further explain responses.			
19. Encourages students to answer each others' questions.			
20. Allow time to consider different points of view and multiple responses.			
21. Does not overly or covertly invalidate students' responses by unnecessarily changing their meaning or wording.			
22. Creates a safe and supportive atmosphere for students questions by answering immediately and politely.			
23. Does not make students feel potentially assailed, threatened, and passive by asking too many questions.			
24. Makes regular comprehension checks in the form of specific questions (not "Is that clear? Or "Does everyone understand?")			
25. Uses "think-pair-share" in which students think of an answer, pair with another student, and share their answers before responding to the instructor.			

Adapted from: Teaching Enhancement Centre. (2000). **Handbook for Peer Review**. Temple University.