**High Level Questions**

According to Knight (2007) more than 75% of questions teachers ask are of the lowest level, knowledge-related questions. These are troubling data. If teachers do not ask higher level questions that prompt student to apply or synthesize their new knowledge, they cannot be sure that their students are fully internalizing what they are learning.

Types of questions (lowest to highest level):

**Knowledge**--involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.

**Comprehension**--represent the lowest level of understanding... a type of understanding... such that the individual knows what is being communicated.

**Application**--refers to the use of abstractions in particular and concrete situations.

**Analysis**--is the breakdown of communication into its constituent elements or parts... so that the relative hierarchy of ideas is made clear an/or the relations between the ideas are made explicit.

**Synthesis-**-refers to the putting together of elements or parts so as to form a whole.

**Evaluation**--is judgments about the value of materials and methods for given purposes.

Use this form to have a peer observe and record questions asked during class then, together, decide which level of each question. Brainstorm ways to develop the questions into a higher level. Observe again until the teacher is satisfied with the number of higher level questions are being asked.

Knight, J., (2007) Instructional Coaching

**Question Chart** (take multiple copies to the observation)

Teacher Observed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Questions | Level |
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1. Knowledge

2. Comprehension

3. Application

4., Analysis

5. Synthesis

6. Evaluation