Checklist for Evaluating Question Quality1

Lessons under Review (include page numbers):

For each lesson reviewed, check () if “yes” and leave blank if “no.”

| * **if**   **“yes”** | * **if**   **“yes”** | * **if**   **“yes”** | * **if**   **“yes”** | * **if**   **“yes”** | **Criteria** | **Comments/Questions/Fixes**  **(refer to specific questions!)** |
| --- | --- | --- | --- | --- | --- | --- |
| **A. Text-Dependent Questions (When evaluating questions, discard all questions that get a “no” in Section A.)** | | | | | | |
|  |  |  |  |  | A1. Does the student have to read the text to answer each question? |  |
|  |  |  |  |  | A2. Is it always clear to students that answering each question requires using evidence from the text to support their claims? (Reading Standard 1 should always be in play!) |  |
| **B. Text-Specific Questions** | | | | | | |
|  |  |  |  |  | B1. Are the questions specific enough so they can be answered only by reference to this text? (Can they be answered with careful reading rather than background knowledge?) |  |
|  |  |  |  |  | B2. Are the questions tied to level-specific standards? |  |
|  | | | | | | |

1 Adapted from *Checklist for Evaluating Question Quality* from Student Achievement Partners. <http://achievethecore.org/page/47/checklist-for-evaluating-> question-quality

| **C. Sequence of Questions That Build Knowledge** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | C1. Do the early questions in the sequence focus on specific phrases and sentences to support basic comprehension of the text and develop student confidence before moving on to more challenging tasks? | |  |
|  |  |  |  |  | C2. Are the questions coherently sequenced? Do they build toward gradual understanding of the text’s meaning? | |  |
|  |  |  |  |  | C3. Do the questions stay focused on the text and go beyond it to make other connections in extension activities only *after* the text has been explored? | |  |
|  |  |  |  |  | C4. If multiple texts/different media are under consideration, are students asked to examine each text closely before making connections between texts? | |  |
| **D. Well-Constructed Culminating Task or Writing Prompts** | | | | | | | |
|  |  |  |  |  | D1. Does the culminating task or writing prompt(s) call on the knowledge and understanding acquired through the questions? |  | |
|  |  |  |  |  | D2. Does the culminating task or writing prompt(s) demand that students write to the text and use evidence? |  | |
|  |  |  |  |  | D3. Are the instructions to teachers and students clear about what must be performed to achieve proficiency? |  | |
|  |  |  |  |  | D4. Is this a writing task worthy of the student and classroom time it will consume? |  | |