

Classroom Questioning Observation Tool



Teacher/PST Name	Observer Name	Subject/Topic	Date	Year Level	Class Size	Duration	Lesson Plan

Type of questions <i>Beginning, exploring, deepening</i>	Count <i>(optional)</i>	Notes <i>Include sample question stems</i>
BEGINNING Gather what is known <ul style="list-style-type: none"> What do we know so far? Use four W and a H: What? Who? Where? 'How? Why? Invite perspectives <ul style="list-style-type: none"> What do you think/feel about this? 		
EXPLORING Probe thinking behind a response <ul style="list-style-type: none"> Can you give me an example? Why do you think that? What makes you say that? Do you agree? Why or why not? Can you explain this another way? Invite predictions or speculation <ul style="list-style-type: none"> What might happen if..? Can you consider this in another way? 		
DEEPENING Test thinking <ul style="list-style-type: none"> Would this apply in another situation? Is there another explanation? Elicit evaluation <ul style="list-style-type: none"> Is this right? How do you know? Do you agree? Why? 		
OTHER REMARKS e.g., What do you notice about the teachers' questions? e.g., What do you notice about the students' questions?		
TURN TAKING About what percentage of students contributed to the discussion?	<input type="checkbox"/> <10% <input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 75% <input type="checkbox"/> 100%	

This framework is adapted from Alexander, R (2020). *A Dialogic Teaching Companion*. Routledge; London (p148)

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