





Video: Questioning Levels

1. Which questioning technique do you think is most valuable for students? Why?
2. What do you think is the purpose of asking knowledge-level questions?
3. Watch **00:47 – 00:52** What does the teacher do to assess student’s knowledge? Why is this better than just asking “do you understand?”
4. Why do you think the teacher began and finished the lesson by having students respond to questions individually?

Question	Who?	How?	Why?				
Give an example of a noble gas. KNOWLEDGE	 Individual	Raise hands and answer	To check for understanding from previous class				
List sources of air pollution and their effects. COMPREHENSION	 Pairs	<table border="1"> <tr> <td>Source</td> <td>Effect</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Source	Effect			To connect new and previously learned information
Source	Effect						
How does air pollution effect agriculture? APPLICATION	 Whole Class	Class Discussion	To have students apply what they learned				
Do you think pollution from other countries effects our country? Why or why not? ANALYSIS	 Individual	Vote by moving and explain	To analyze a real-world situations				

Using the table to help you, answer the following questions:

5. Create an additional example question for each level.

KNOWLEDGE	
COMPREHENSION	
APPLICATION	
ANALYSIS	

6. What skills was the teacher promoting by having the students vote and explain the effects of pollution?
7. As a teacher what are the challenges to asking application or analysis questions? What can you do to ensure you try to ask them each lesson?

TeacherFOCUS GOAL: Try to ask one of each level of question every lesson