

# PRACTICAL QUESTIONING AND ASSESSMENT



A(4) Know the curriculum

B(2) Assess, monitor, and report on students' learning

It can be challenging to get students critically thinking using only the curriculum. Questioning and assessment will help the students deeply understand and engage with the lesson while at the same time provide you with valuable information on student's strengths and weaknesses for future lesson planning. Asking students questions of increasing difficulty will help them develop skills such as critical thinking, logical reasoning, problem solving and decision making – all important for their future studies and careers.

## AT THE BEGINNING OF THE LESSON

### FLASHCARDS

- Make flashcards to help students learn new vocabulary
- On one side write the word, on the other draw a picture
- Use flashcards for activities or to assess if students can remember the new words or phrases

**For example:** Grade 1 (English)

When you are teaching letters of the alphabet use flashcards to draw pictures of objects that begin with each letter on each side.



### T-CHART

- Use a T-chart to list the positive and negative impacts from a decision or process

**For example:**

Ask students to write the advantages and disadvantages of Industrialization and building a dam



### VENN DIAGRAM

- Use a Venn Diagram to show the similarities and differences between 2 viewpoints or topics
- The outsides represent the unique of different qualities of each topic
- The middle represents the similarities

**For example, compare:**

- Similarities and differences of living and non-living things
- Similarities and differences of natural growing plants and farmed plants
- Similarities and differences of rectangle and square



### TREE DIAGRAM

Using a picture of a tree, have students show a progression or cause-process-effect

Have students stick papers on:

- The Roots - representing the first step or CAUSE
- The Trunk – the second step or the PROCESS
- The Branches – the third step or the EFFECT





## HIGHER ORDER THINKING SKILLS

Use different kinds of questions throughout your lesson to challenge students in different ways.

**KNOWLEDGE:** A question asking for a specific answer.

**For example:** “How many planets are there in the solar system?”

**COMPREHENSION:** A question asking for understanding.

**For example:** “Kyaw Kyaw, can you explain to the class how earth rotates around the sun?”

**APPLICATION:** A question about the real world.

**For example:** We have different seasons because of the earth’s rotation. We have learned that there are time differences as well. Let’s say you travel from Thailand to the U.S., what would be the major changes? What do you need to prepare or plan for your travel?

**ANALYSIS:** A question to see if the students can use what they have learned.

**For example:** “What would change if the world is not tilted at 23½ degrees?”



## GROUP QUESTIONS

- Put your students in groups and ask them to produce some questions about your lesson topic. Remind them to use “WH” questions (Who, What, When, Where, Why).
- One or two questions can be topics that they want to know more or are not clear about.
- Once groups are finished, switch the questions among groups and give some time for them to think about the questions.
- Then let students answer the questions.

**For example:** Grade 8 (Social Studies)

“Why do you think the United Nations was formed? When did it start? Where did it start? How many countries were involved in the UN when it started?”



## PRACTICAL QUESTIONING PRINCIPLE

### COLD CALLING

Asking “Do you understand?” to students is not an effective method for teachers to assess students’ understanding.

- Teachers should ask specific questions directly to students to see exactly what they understand.
- Ask the question first to the class.
- Cold calling is simple: Randomly pick a student by name and ask them a content question.

This tells all students that they need to pay attention and think about the answer since the teacher can call their name any time.

**For example:** Teacher asks: “What are the main causes of erosion? Mee Mee, can you please name one of the causes for me?”

Do You Understand?



Specific Question

## AT THE END OF THE LESSON

### TRAFFIC LIGHT

- Use a picture of a traffic light to have your students self-assess their understanding.
- Each student then sticks a paper on the light based on their level of understanding.

Green = Confident! Students understand and have no questions. They write something they learned from the lesson.

Yellow = Normal. Students write questions they have to clarified.

Red = Need support. Students write topics they need reviewed.



### FORMATIVE ASSESSMENT: 5 FINGERS

- Ask the class how they feel about their level of understanding.
- Students raise their hands with fingers representing their confidence.  
1 = low, 5 = very high
- It is more effective if the teacher asks students to close their eyes while raising their fingers.



I don't understand



I completely understand

### EXIT TICKETS

- During the last 5 minutes of class have students answer 1 question on a scrap piece of paper and hand it in to the teacher.
- Use this as an opportunity to ask a challenging question or review key concepts.
- This will help you know what to review next class.

**For example:** Answer the question on the board about today's lesson. You may leave the class once you have finished answering the question and given me your paper.



### FORMATIVE ASSESSMENT: THUMBS UP, MIDDLE, THUMBS DOWN

- Ask the class a yes/no question.
- Students answer by using their thumbs:

**For example:** The teacher says a statement and asks students to raise their hands.  
"Adding three sides of a triangle is 180 degrees."



I confidently understand



I still have some questions



I need some help