



**CTE Fall Professional Development**  
**Education & Training, Hospitality & Tourism, and Human**  
**Services**  
**Career Clusters**

Tennessee State University  
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# Rigorous and Relevant Questioning

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# Agenda

Time	Activities
8:00 a.m. – 8:25 a.m.	<b>Registration &amp; Networking</b>
8:30 a.m. – 9:40 a.m.	<b>Session I</b> CTSO Session: FCCLA Content Session: Facilitating Student Research
9:40 a.m. – 9:50 a.m.	Break
9:50 a.m. – 11:00 a.m.	<b>Session II</b> CTSO Session: SkillsUSA Content Session: Aligning Psychology to the Education & Training and Human Services Standards
11:00 a.m. – 12:30 p.m.	Lunch (On your own)
12:30 p.m. – 1:40 p.m.	<b>Session III</b> General Session: Capturing Data in the Classroom
1:40 p.m. – 1:50 p.m.	Break
1:50 p.m. – 3:00 p.m.	<b>Session IV</b> General Session: Rigorous and Relevant Questioning

# Objectives

By the end of training today, each of you will be able to:

- 1. Understand the expectations of the high level questioning, including:**
  - What is Depth and Complexity in regards to questions?
  - What are effective questioning techniques?
  - How to apply these strategies?
- 2. Develop initial resources for use in your classroom, including:**
  - Create sample rigorous and relevant questions.

# Why is questioning important in your classroom?



# Questioning Indicator

- Teacher questions are varied and high-quality, providing a balanced mix of question types:
  - knowledge and comprehension;
  - application and analysis; and
  - creation and evaluation.
- Questions require students to regularly cite evidence throughout lesson.
- Questions are consistently purposeful and coherent.
- A high frequency of questions is asked.
- Questions are consistently sequenced with attention to the instructional goals.
- Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
- Wait time (3-5 seconds) is consistently provided.
- The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.
- Students generate questions that lead to further inquiry and self-directed learning.
- Questions regularly assess and advance student understanding
- When text is involved, majority of questions are text based

# Depth and Complexity in Relation to Questioning



# Depth in Questioning

- Refers to how a person approaches “the big picture”. Often, the approach starts with the concrete and moves to the abstract; or starts with the known and moves to the unknown.
- Necessitates uncovering details and new knowledge related to a topic of study.
- Encourages students to adopt perspectives and to see patterns in connections.

## **Requires students to examine:**

- Facts & Concepts
- Generalizations
- Related principles and theories

# Building from Simple to Complex

- Simple questions engage student thinking, and activate memory and opinions.
- Simple questions build a fact base students can build on to argue more complex questions.
- Correctly answering simple questions builds student confidence and increases the likelihood they will attempt harder questions.

# What Complexity looks like in Questioning?

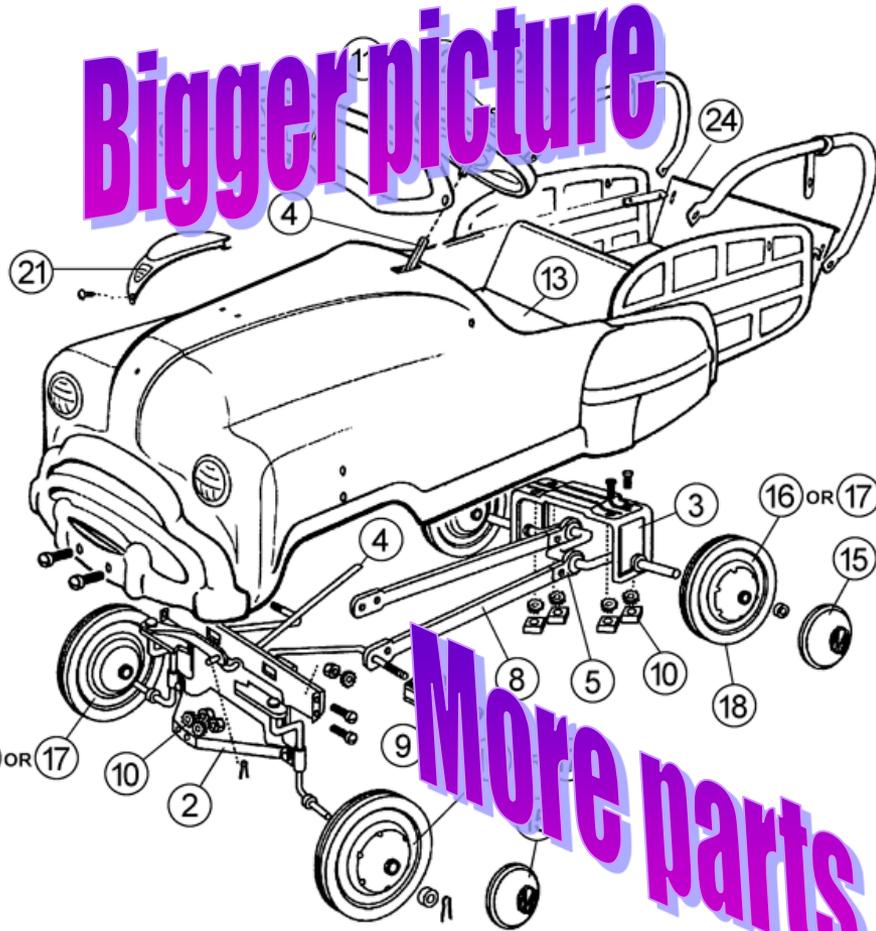
- Bridges the content to other disciplines, enhancing the relevance for students

Complexity encourages students to

- Relate to concepts and ideas at a sophisticated level
- See associations among diverse subjects, topics, or levels
- Find multiple solutions from multiple points of view

# Real World Illustration

Bigger picture



**Depth:** Requires a student to uncover the detail about how a car works

**Complexity:** Requires a student to see the working relationships between the different parts

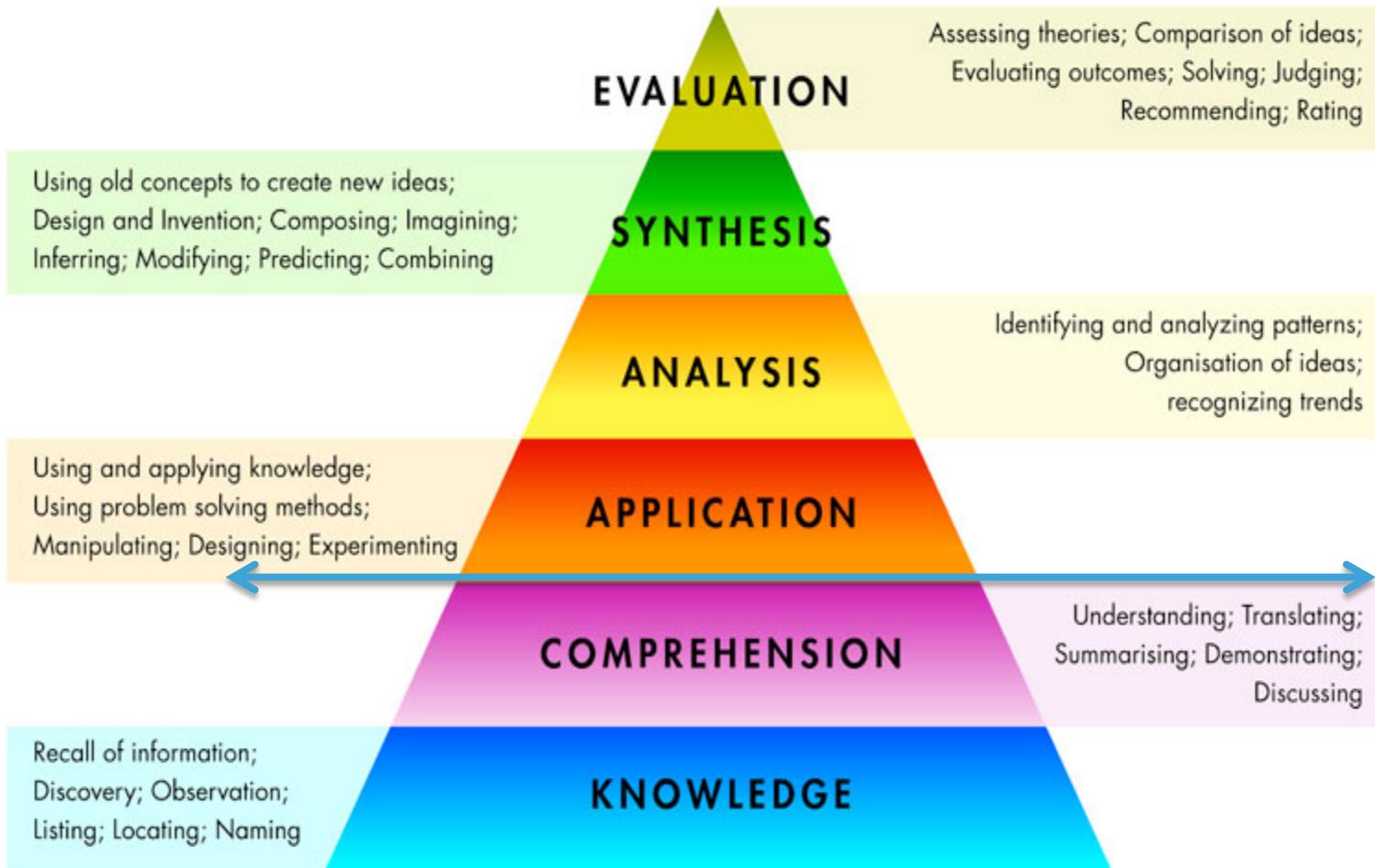
# How to increase Depth and Complexity

- **Teachers choose instructional materials** that engage, develop, and challenge.
- **Teachers model** for and interact with students:
  - ask questions
  - provide feedback
  - give assignments
  - provide assessment
- **Students engage** with the content and each other **at high levels**, with increased Depth and Complexity in their interactions.

# Creating Questions Based on Bloom's Taxonomy



# BLOOMS TAXONOMY



# Level 1: Knowledge

**Main Focus:** These types of questions test the students' ability to memorize and to recall terms, facts and details without necessarily understanding the concept.

**Key words:** Recognize, List, Describe, Retrieve, Name, Find, Match, Recall, Select, Label, Define, Tell

## Question Starters:

- What is...?
- How would you show...?
- Can you name...?



## Level 2: Comprehension

**Main Focus:** These questions test the students' ability to summarize and describe in their own words without necessarily relating it to anything.

**Key words:** Compare, Contrast, Demonstrate, Describe, Interpret, Explain, Extend, Illustrate, Infer, Outline, Relate, Rephrase, Translate, Summarize, Show, Classify

### Question Starters:

- Can you explain, why...?
- Can you write in your own words?
- Write a brief outline of...



## Level 3: Application

**Main Focus:** Application questions encourage students to apply or transfer learning to their own life or to a context different than one in which it was learned.

**Key words:** Apply, Build, Choose, Construct, Demonstrate, Develop, Draw, Experiment with, Illustrate, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize

### Question Starters:

- Do you know of another instance where...?
- What would result if...?
- What approach would you use to...?



# Level 4- Analysis

**Main Focus:** These questions encourage students to break material into parts, describe patterns and relationships among parts, to subdivide information and to show how it is put together.

**Key words:** Analyze, Categorize, Classify, Compare, Contrast, Discover, Divide, Examine, Group, Inspect, Sequence, Simplify, Make Distinctions, Relationships, Function, Assume, Conclusions

## Question Starters:

- How is... similar to...?
- Can you distinguish between...?
- What was the turning point?
- What was the problem with...?
- What is the relationship between?
- What evidence can you find?



# Level 5- Synthesis

**Main Focus:** These questions encourage students to break material into parts, describe patterns and relationships among parts, to subdivide information and to show how it is put together.

**Key words:** Design, Construct, Produce, Invent, Combine, Compile, Develop, Formulate, Imagine, Modify, Change, Improve, Elaborate, Plan, Propose, Solve

## Question Starters

- What inference can you make...?
- What is the relationship between...?
- What evidence can you find...?



## Level 6- Evaluation

**Main Focus:** Evaluation questions encourage students to develop opinions and make value decisions about issues based on specific criteria.

**Key words:** Award, Choose, Defend, Determine, Evaluate, Judge, Justify, Measure, Compare, Mark, Rate, Recommend, Select, Agree, Appraise, Prioritize, Support, Prove, Disprove. Assess, Influence, Value

### Question Starters:

- Judge the value of...
- Do you think...is a good or bad thing?
- How could you select?
- How could you prove?
- What evidence would you use to support?



# Remember Good Questions Help

- Provide Clarification
- Check Assumptions
- Provide Reasons and Evidence
- Examine Viewpoints
- Investigate Implications and Consequences
- What is meant by \_\_\_\_\_?
- How do you know?
- How could we prove or confirm that?
- If \_\_\_\_\_happened, what would be the result? Support your conclusion.
- Why do you believe that?
- What feelings or emotions might have caused \_\_\_\_\_?

# You Do Activity

## **Read the article provided.**

Take 5 minutes to skim through the text. You may want to take out a pen and take notes.

## **In Pairs :**

Take 8 minutes to:

Discuss the article.

Construct six text dependent questions, one for each level of Bloom's.

Write you answers on the chart paper.

Be prepared to share out.

# Share Out



# Evaluation

- Please take out your purple sheet.
- The more detailed the feedback, the more changes we can make to improve training going forward.
- Place face-down on center of table for us to collect.

**THANK YOU!**

# Contact Information

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