

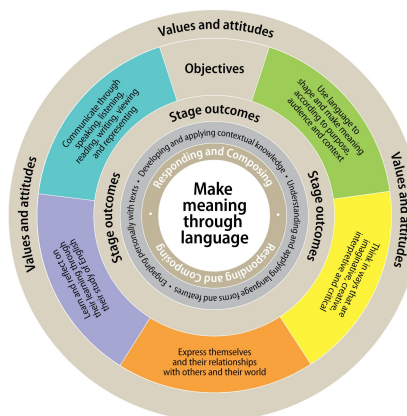


# Resource Document

## Confidence with Questioning: Using Questioning to Assess and Promote Understanding

### *Using Questioning for Assessment and to Promote Understanding*

The updated NSW English Curriculum is centred on providing students with the ability to ‘make meaning through language.’ Developing effective questioning techniques and providing students with opportunities to document their knowledge is an excellent tool for an assessment of learning when students are engaging with and making meaning from texts. The research is clear in showing us that effective teacher questioning and developing quality questions as a pre-post and ongoing assessment tool not only develops stronger comprehension of texts but also provides teachers with rich data as to the knowledge and understanding of students as they read.





**Reflection - What typical questions do I pose to students during shared reading sessions? What data do I receive from student answers/ feedback?**

Consider a text you have recently studied with your students. Reflect on questions posed before, during and after engaging with the text and what data you received from student responses.

Text: _____	
Questions	Data





**Exploring Research & Effective Questioning Strategies**

Modifying questioning can improve student understanding of texts and complex themes/concepts within them. It allows students to engage deeply with texts and theme as well as providing assessment data and direction for the teacher. Developing effective questioning as an assessment tool impacts student responses and thinking. Use the following template to record information the presenter delivers regarding each of the questioning strategies and examples of how they can be used:

Strategy	Purpose	Application
Levelled Questioning	Using Here, hidden and head questions assesses students ability to: find information that is obvious, inferred and requires analysis and critical opinion.	
Questioning the Author	Encourages students to pose queries and critiques while reading (shared, guided or independent) to the 'author' to solidify their knowledge and challenge their understanding during learning rather than waiting until the end of a text.	
The 5 Why's	Questioning students responses and promoting deeper analysis and justification of opinions based on themes/ knowledge of text.	





**Assessment Tasks - Recording Student Understanding/ Responses**

Concept Mapping and KWL charts are excellent tools for documenting students answers to questions and their ideas relating to themes within texts. The presenter will provide you with an outline into how effective questioning techniques and assessment activities can be integrated for use with quality texts within the classroom. Please use the following templates to record information.

**KWL Chart** - Used before, during and after reading (can be continually added to with different colours/ dates)

<b>Text:</b> _____		
<b>K</b> <i>What do I KNOW</i>	<b>W</b> <i>What do I WANT to know</i>	<b>L</b> <i>What have I LEARNED</i>
<ul style="list-style-type: none"> <li>- Use prior to reading, record previous knowledge, inferences, connected/ relevant knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Use prior and during reading, record predictions and wonderings</li> </ul>	<ul style="list-style-type: none"> <li>- Use post reading and during reading to record key themes, language, new information and answers to questions</li> </ul>
<p><i>Session Notes</i></p>		





**Concept Maps-** Used before, during and after reading (can be continually added to with different colours/ dates)

Please view presenter examples and record observations and information in the notes provided.

<b>Concept Maps</b>			
<b>Purpose</b>	<b>When to Use</b>	<b>How to structure</b>	<b>Prompts and Connective Language</b>
Recording knowledge of concepts and themes within texts, visually arranging knowledge, documenting knowledge/ responses to comprehension questions	Pre, during and post reading and discussing texts and questions		Topic & Theme Headings supplied to students  Connective Language: Led to, explains that, if he/she, when they, defines, explores etc.
Session Notes			





**Planning Effective Questioning and Assessment Activities Alongside Quality Texts**

Effective questioning used alongside concept mapping and KWL tasks provide teachers with rich data into their students conceptual understanding and comprehension of texts and text themes. Effective questioning supports students to record their knowledge and delve deeper into the meaning of texts. As the presenter explores how to plan questioning and assessment activities using a quality children’s text, record information of purpose in the planning tool below (an example has been provided).

Quality Text/ Picture Book Used: _____		
<i>Questioning Strategy</i>	<i>Purpose</i>	<i>Assessment Activity Examples</i>
Here, Hidden, Head		KWL - What do I KNOW?
Questioning the Author		KWL - What do I WANT to know?
The 5 Why’s?		KWL - What do I KNOW? & What do I WANT to know?
Here, Hidden, Head		Concept Map - Adding information & vocabulary knowledge
Questioning the Author		Concept Map - Justifying Author’s word choice (making meaning)
The 5 Why’s	Justification and consolidation of knowledge, critical thinking	Concept Map - Understanding story development/ structure





**Teacher Workshop - Developing Questioning & Assessment Activities**

Working in grade/ stage teams select a quality text (picture books provided) to develop pre, during and post assessment questions and assessment activities based on the 3 effective questioning techniques provided today and the two assessment activities (KWL & Concept Mapping). We will then share and provide feedback to each other.

Quality Text/ Picture Book Used: _____		
<i>Questioning Strategy &amp; Purpose</i>	<i>Questions</i>	<i>Assessment Activity &amp; Prompts</i>
<i>Session Feedback</i>		





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