

Name: _____ Date: _____


Teacher: _____

LESSON GOAL Develop strategies for asking effective questions to get needed information.

ESSENTIAL QUESTION What is the difference between effective and ineffective questions?

STUDENT EXPECTATIONS

1. Engage in classroom discussions fully by offering thoughtful responses.
2. Write detailed illustrations that fit the two scenarios of the *Describing Two Scenarios* worksheet.
3. Work cooperatively to develop a skit with your group and take a role in the skit.
4. Perform the skit, with your group, for the class.
5. Develop tips for question asking.
6. Write a thoughtful reflection on effective question asking.

Multiply the points by the weighted score and record in the total column for each rubric. Then tally the total points for the final score.						
Weighted Score	Category	Exceeding 9-10 Points	Meeting 6-8 Points	Approaching 3-5 Points	Emerging 0-2 Points	Total
1	Discussion Participate in discussion about question asking.	Engaged in classroom discussions fully by offering thoughtful responses.	Participated in classrooms discussions.	Did not offer comments during discussions but looked engaged and demonstrated active listening.	Did not participate in classroom discussions.	
2	Two Situations Write about two question-asking experiences.	Wrote interesting descriptions that thoroughly met the assignment criteria.	Wrote descriptions that met the criteria.	Wrote descriptions that somewhat met the criteria.	Descriptions barely met the criteria.	
1	Skit Preparation Work with a group to prepare a skit about question asking.	Listened to, shared with, and supported the efforts of others in the group. Took initiative to keep people working well together and stayed on task.	Usually listened to, shared with, and supported the efforts of others in the group. Stayed on task.	Often listened to, shared with, and supported the efforts of others in the group but sometimes distracted the group.	Rarely listened to, shared with, or supported the efforts of others in the group. Often distracted the group.	
2	Skit Perform skit that demonstrates effective and ineffective question asking with follow-up discussion.	Took initiative to enthusiastically include everyone in the skit that clearly demonstrated effective and ineffective questions.	Participated in the skit that demonstrated effective and ineffective question asking.	Was involved in the skit that somewhat demonstrated effective and ineffective question asking.	Made a minimal effort to be involved in the skit.	
2	Tips Develop a list of question-asking tips.	Engaged in discussion and thoughtfully offered appropriate suggestions.	Participated in developing the list of tips.	Observed the brainstorming session.	Made minimal effort to participate in the development of question-asking tips.	
2	 ASSIGNMENT Reflection Complete a reflection on question asking.	Demonstrated great insight and thoughtfulness outlining ways to apply learning.	Demonstrated some insight and thoughtfulness and outlined some ways in which to apply learning.	Reflection was ordinary and predictable and loosely outlined ways to apply learning.	Reflection demonstrated limited evaluation of the experience and barely outlined any application of learning.	