Checklist for Evaluating Question Quality

Target: **Existing questions with a text or in a lesson**

Purpose: Evaluate the quality of the questions accompanying a text for Close Reading

Based on Reading Anchor Standard 1: *"Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text."*
Apply this standard to texts of appropriate complexity as outlined by Reading Anchor Standard 10: *"Read and comprehend complex literary and informational texts independently and proficiently."*

Text:

(on which the questions are based)

Source:

Reviewer:

Date Reviewed:

A. Specificity of Questions	✓ yes	Notes
A1. **Text-dependence**: must students read the text in order to answer questions correctly?		
A2. **Evidence**: is it clear that students must use evidence from the text to support their claims in an answer?		
A3. **Specificity**: are the questions specific enough that they can only be answered by referencing the text, rather than background knowledge?		
A4. **CCRS**: are the questions tied to level-specific standards?		
B. Sequence of Questions Builds Knowledge		
C1. Do early questions focus on specific phrases and sentences in order to support basic comprehension and develop student confidence?		
C2. Are questions clear and logically ordered, building towards a gradual understanding of the text's meaning?		
C3. Do questions stay focused on the text until key elements are explored, only then going beyond to make connections in extension activities?		
C4. If there are multiple texts/different media, is each one examined closely before asking students to make connections between items?		
C5. Does answering these well-sequenced text-dependent and text-specific questions lead to a deep understanding of the text?		
C. Culminating Task or Writing Prompt is Well-Constructed		
D1. Does the culminating task or writing prompt(s) call on the knowledge and understanding acquired through the questions?		
D2. Does the culminating task or writing prompt(s) demand that students write to the text and use evidence?		
D3. Are the instructions clear about what is required to achieve proficiency?		
D4. Is this task or prompt worthy of the time required?		