# Closed & Open Ended Questions

**Questions are a key component of student learning. <u>Research</u> indicates that of the questions asked in the classroom :**

| | | |
|---|---|---|
| **20%** | **20%** | **60%** |
| **Higher cognitive questions** | **Procedural questions** | **Lower cognitive questions** |

(Cotton, 2001 & Hattie, 2012)

Closed questions are typically lower cognitive and procedural while open-ended are typically high cognitive level questions.

## What are you asking?

### Closed

Generally have one right answer, whether that is a simple "yes" or "no" or a specific phrase

- Use for drill and practice
- Use to assess existing background knowledge
- Use to determine if students understand tasks

### Open-ended

Cannot be answered by a single word or phrase and that encourage students to use critical thinking skills

- Use to show students opinions, ideas, thoughts, and feelings are important
- Use to encourage students to use language and build a wider range of vocabulary
- Use to encourage students to express thoughts and offer opinions
- Use to foster problem-solving

## Who's asking?

### Teacher Generated

- engage students in discussion
- check their understanding
- encourage participation or sharing of ideas

### Student Generated

- clarify misunderstandings and confusion
- promote curiosity
- demonstrate higher levels of engagement

The purpose of this document is to support basic understanding and reflection related to the corresponding AI Report.

## Consider the following as you reflect on questioning:

1. Did questioning strategies align with the learning objectives and outcomes of the lesson?

2. After asking a question that requires a more thoughtful (or deeper) answer, was sufficient wait time provided before allowing student responses?

3. What questions did the students ask and how did (or should) that inform instruction?

4. Was the use of questions effective? How do you know?

5. Was feedback provided appropriate and reinforce or support student learning?

6. What adjustments might be made based on this data?

Remember that while AI can provide valuable insights and support, it should not replace the expertise and judgment of educators. The AI report should be viewed as a tool to augment and inform instructional decision-making rather than as a substitute for human analysis and understanding.

**FIND ADDITIONAL
AI COMPANION RESOURCES**