

MIDDLE SCHOOL MATTERS

INSTITUTE



Generating Leveled Questions Observation Checklist



Middle School Matters Institute
An initiative of the George W. Bush Institute in partnership with
The Meadows Center for Preventing Educational Risk

ABOUT THIS CHECKLIST



This feedback form is not meant to aid in the evaluation of teachers. Instead, it is a tool to

- a) record research-based practices observed during classroom instruction (or students' independent use or application of those practices),
- b) identify practices in need of refinement,
- c) guide productive conversations between instructional leaders and teachers, and
- d) inform professional development needs.

ABOUT THE GENERATING LEVELED QUESTIONS STRATEGY

Middle School Matters Field Guide: See Reading, Principle 4, Practice 1

Generating Leveled Questions Toolkit: <https://greatmiddleschools.org/toolkits/reading/generating-leveled-questions/>

Includes professional development resources, videos, and instructional tools

Generating Levelled Questions Observation Checklist

Date: _____ Observer: _____ Teacher/grade: _____

Subject area: _____ Unit of study: _____ Text used: _____

CHARACTERISTICS OF GLQ STRATEGY (check all that apply)

Lesson Introduction:

- The teacher states the objective or purpose of the lesson.
- The teacher and students verbalize a rationale for using the GLQ strategy (comprehend and retain information).
- The teacher and students review the characteristics of level 1, 2, or 3 questions.

Direct Instruction of Level (1 2 3) Question(s):

- The teacher preselects an appropriate text.
- Question cue card(s) (or stems) are available to students.
- The teacher explicitly models how to generate questions using a think-aloud.

Guided Practice of Level (1 2 3) Question(s):

- Text is read several paragraphs at a time (in chunks).
- Students pause to generate questions (class or small groups).
- Students record questions and answers, including location of answer in text.
- The teacher provides feedback and continues to model the process.

NOTES:

Teacher-Led Independent Practice of Level (1 2 3) Question(s):

- Student pairs read text several paragraphs at a time (in chunks).
- Students record questions and answers, including location of answer in text.
- The teacher circulates and provides feedback and scaffolding.
- The teacher asks pairs to share their questions and locations of answers with whole class.

OVERALL LEVEL OF IMPLEMENTATION:

- NO = Not Observed**
Practice is applicable to the instruction delivered during the observation but was not implemented.
- B = Beginning Implementation**
Practice is implemented with limited fidelity, but can be enhanced with targeted professional development, coaching, and/or additional practice implementing.
- P = Partial Implementation**
Practice is implemented with some fidelity. Additional support or practice may be needed.
- F= Full Implementation**
Practice is implemented with fidelity and may serve as a model for other teachers.

NOTES:

RECOMMENDED NEXT STEPS: