

IQA Teacher's Questions Rubric

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| 4 | The teacher consistently asks academically relevant questions that provide opportunities for students to elaborate and explain their mathematical work and thinking (<i>probing students' thinking</i> and <i>generating discussion</i>); identify and describe the important mathematical ideas in the lesson; or make connections among ideas, representations, or strategies (<i>exploring mathematical meanings and relationships</i>). |
| 3 | At least three times during the lesson, the teacher asks academically relevant questions that provide opportunities for students to elaborate and explain their mathematical work and thinking (<i>probing students' thinking</i> and <i>generating discussion</i>); identify and describe the important mathematical ideas in the lesson; or make connections among ideas, representations, or strategies (<i>exploring mathematical meanings and relationships</i>). |
| 2 | The teacher makes limited, superficial, trivial, or formulaic efforts to ask academically relevant questions that provide opportunities for students to elaborate and explain their mathematical work and thinking (<i>probing students' thinking</i> and <i>generating discussion</i>); identify and describe the important mathematical ideas in the lesson; or make connections among ideas, representations, or strategies (<i>exploring mathematical meanings and relationships</i>). For example, the teacher asks every student the same question or set of questions; there are one or two instances of strong questions; or the teacher asks the same strong question multiple times. |
| 1 | The teacher asks procedural or factual questions that elicit mathematical facts or procedures or require brief, single-word responses (<i>eliciting procedures or facts</i>). |
| 0 | The teacher does not ask questions during the lesson, or the teacher's questions are not relevant to the mathematics in the lesson (<i>inquiring about other mathematical topics</i> or <i>asking nonmathematical questions</i>). |

Source: Adapted from Boston, 2017.