

Criteria for Developing Essential Questions

- They are open-ended and resist a simple or single right answer.
- They are deliberately thought-provoking, sometimes controversial, and are usually higher order type questions.
- They require students to draw upon content knowledge and personal experience.
- They are written for the targeted students as the audience.
- They lead to other essential questions.
- They are organized and frame a set of classroom experiences.
- They align with standards (GSE's).
- They link content, skills, and assessments.
- Each student should be able to understand the question.
- The language of the questions should be written in broad, organizational terms.
- The question should highlight the key concepts.
- Each question should be distinct and substantial.
- The questions should be realistic given the amount of time allocated for the unit.
- There should be a logical sequence to a set of essential questions.
- There should be an appropriate number of questions (not too few/too many)?