

Self-report questions are generally the rhetorical questions that ask pupils to tell you whether they understand or not, such as:

“Is everyone clear on...?” or “Does that make sense...?”

These are the types of questions that Rosenshine recommends you avoid asking because such rhetorical questions typically generate a passive “yes” response and do not inform you about what they have understood or any misconceptions they may have developed.

Why might pupils give a passive response?

Pupils are likely to give a passive response for several possible reasons:

- Embarrassment – pupils are less likely to interrupt the teaching to say they don’t understand.
- Pupils aren’t aware of what they don’t know – because pupils are novices in the topic you are teaching, they are unlikely to be aware of misconceptions or inaccurate knowledge they may be developing.
- Pupils might find it hard to reflect on the question of whether they have understood something.

To avoid asking rhetorical questions that don’t give accurate detail about pupil understanding, you should ask carefully chosen questions directly linked to the material you are teaching.

Over to you!

Complete [this short activity](#) where you will be asked to sort questions into self-report and non-self-report questions.

Now you understand what self-report questions are and why you should avoid using them to assess pupils understanding, take some time to think about how you use questioning in the classroom by completing the activity below.

Over to you!

Have you asked pupils a self-report question in a recent lesson? If so, consider the following questions and record your answer in the [notes tab](#) (or your own notebook):

- What was the pupils’ response?
- Did it help you to check pupil understanding accurately?
- What could you have asked instead that would be a better assessment of pupil understanding?