

PAIRED THINKING EVALUATION QUESTIONNAIRE (for Teachers)

Name of class/teacher: _____

Name of child: _____

Please circle the answer indicated by your observations. Doubtless the children varied greatly, so please give your general impression.

Section 1 General Impressions During The Project

Variety of reading	worse/same/better/not seen
Interest in reading	worse/same/better/not seen
Thinking skills in reading	worse/same/better/not seen
Did all pupils benefit?	yes/no
Did some pupils benefit more than others?	yes/no

If yes - who? e.g. more able, least able, quiet/shy, assertive/dominant?

Section 2 Comparison With Paired Reading By Itself

Discussion of books	worse/same/better/not seen
Interest in reading	worse/same/better/not seen

Section 3 Method

Please indicate on the scale below how difficult you think the following were for the Tutors
(from 1 = easy to 5 = difficult):

Finding appropriate break to ask questions	1	2	3	4	5
Asking a variety of questions	1	2	3	4	5
Asking open-ended questions	1	2	3	4	5
Making up own questions	1	2	3	4	5
Prompting the tutee	1	2	3	4	5
Praising	1	2	3	4	5
Giving tutee time to answer	1	2	3	4	5
Other? (please state)	1	2	3	4	5
	1	2	3	4	5

Did Tutees ask questions?

seldom/sometimes/often

Section 4 Generalizing Into Other Areas

Use of dictionary/thesaurus	less/same/more/not seen
General discussion of books in class	worse/same/better/not seen
Quality of written book reports seen	worse/same/better/not

Section 5 Teaching

Was PT a useful framework for teaching thinking in reading? yes/no

If yes - what was most useful?

For tutees? For tutors? For you as a teacher?

What were the disadvantages or difficulties of using PT?

For tutees? For tutors? For you as a teacher?

Did you generalize the questions to any other area of the curriculum? yes/no

If yes - which areas?

Would you use PT again? yes/no/maybe

What adaptations do you think would improve it?

(this questionnaire devised by Angela Bryce)