



# Qualities of a Good Driving Question





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The driving question provides the goal of the project, specifying what students must answer or solve. Developing a driving question may be the most important step you and your students will take to design your project. Consider the following when crafting your question:

**Complex:** Good questions can't be answered with a simple "yes" or "no," and a Google search won't turn up the solution. Complex questions set the stage for higher-order thinking.

**Real World:** Good questions live in the real world, not just in the classroom. For inspiration, look at the questions that captivate journalists, historians, scientists, architects, photographers, engineers, artists, doctors, technologists and others.

**Open Ended:** Good questions don't have one right answer. Open-ended questions may challenge students to make an argument, defend a position, or weigh the pros and cons of potential solutions.

**Actionable:** Good questions set the stage for action. They challenge students to ask, "What can we do about this issue?"

**Relevant:** Good questions matter to youth. They connect to their lives, their families and their communities.

**Challenging:** Good questions encourage higher-order thinking skills such as making connections and inferences, evaluating, applying existing information to solve new problems, and much more.

**Substantial:** Good questions get at core content. They are thought-provoking, and inspire students to reflect on important ideas and information.

**Intriguing:** Good questions often involve an element of mystery. Intriguing questions cause students to wonder, to have a compelling "need to know."

**Provocative:** Good questions get under your skin and provoke you to investigate, discover, figure out a response or learn more about a topic.