

From Reading Comprehension to Actionable Evidence

How fourth grade teacher Jill Hostetler uses QuestionWell to turn curriculum texts into formative assessment.

Case study contributor

Jill Hostetler, Teacher

Location

Concord, Indiana

Primary use cases

comprehension checks, formative assessment, Google Forms and Quizizz exports, video questions, curriculum adaptation

“If you only have one thing you use, this is probably what you want.”
Then a small attribution: Jill Hostetler, 4th-grade teacher.

The challenge: good curriculum, limited formative evidence

Jill Hostetler began using QuestionWell after discovering it at an edtech conference. Her initial workflow was straightforward:

- give QuestionWell a text,
- generate roughly 20 multiple-choice questions,
- then use her own judgment to select the strongest 10.

What made the tool useful was not generation alone. **For Jill, the "magic" was the range of export options that let her move the questions into the tools already used in her classroom.**

She was trying to address **two recurring gaps** in her curriculum.

- First, comprehension prompts often **relied on whole-group discussion** or students raising their hands, which made it difficult to see what every student understood.
- Second, the curriculum offered relatively **few clear checks for understanding** during a unit.

QuestionWell gave her a way to turn existing curriculum texts into quick, individual formative checks without rebuilding the underlying curriculum.

A repeatable workflow: generate, curate, export, respond

Jill developed a consistent process:

- 01** Start with the text students are already reading.
- 02** Generate a larger bank of questions - often around 20.
- 03** Curate the strongest questions - often around 10.
- 04** Vary the depth of knowledge, including literal, inferential, and evaluative questions.
- 05** Export the selected questions into Google Forms or Quizizz.
- 06** Review which questions students missed and use that information to reteach before students move on independently.

The workflow keeps teacher judgment in the middle. QuestionWell accelerates question creation, but Jill decides what is worth asking and what to do with the resulting evidence.

Turning every chapter into usable assessment material

Jill eventually created quizzes for every chapter and reader she was using. Her work extended beyond her own classroom: she shared many resources free in a her curriculum's fourth-grade Facebook group and, with permission from QuestionWell founder Maya Bialik, sold some QuestionWell-supported materials integrated into her own slide decks.

She also created tutorials and TikTok content for other teachers. Her recommendation is direct: "if you only have one thing you use, this is probably what you want."

That advocacy grew from repeated classroom use rather than a one-time experiment.

From comprehension questions to better instructional data

For Jill, the larger opportunity is data.

She described a school context in which data meetings tend to focus on final tests, while common formative assessments and exit tickets during a unit are much less developed. Written exit tickets can be valuable, but they also require teachers to read and analyze them manually.

Common multiple-choice exit tickets or mid-unit checks are discussed, she said, but "no one wants to actually tackle" the work of building them.

Jill sees QuestionWell as a way to lower that barrier. A teacher can build a quick common check, collect another data point, and use the results to support team conversations and intervention decisions.

For administrators, she believes the strongest case is not AI for its own sake. It is the combination of time savings, instructional rigor, student engagement, and better evidence of what students understand along the way.

Video as an active rather than passive learning experience

Jill has also been testing QuestionWell's YouTube workflow.

A teacher can paste a video link, generate questions from the transcript, select the questions to use, and give students a link. Jill can then monitor responses as students work.

For her, this addresses a familiar problem with classroom video: the video may be playing while student attention drifts. Embedding questions creates a more active comprehension check and gives the teacher evidence of what students understood from the video.

Why export flexibility is central to the value

Jill uses several AI and education tools rather than treating QuestionWell as an all-purpose replacement.

She uses **ChatGPT** daily and **MagicSchool** roughly one or two times a week, particularly for student-facing experiences.

QuestionWell is typically a weekly planning tool, used when she is preparing the next week's instruction or when she suspects students are not understanding a text and wants a quick Form or Quizizz to check.

In Jill's comparison, **QuestionWell's** distinction is **the combination of source-grounded question generation and flexible exports**.

She described its question quality as often stronger for this workflow and valued being able to move the output directly into the classroom platforms she already used.

Her description of the experience is concise: **"download, upload, boom."**

The product has expanded alongside her use

Jill began with multiple-choice question generation. Over time, she has seen QuestionWell "blossom" to support additional formats including writing, fill-in-the-blank, and short-answer tasks, along with video-based workflows.

She also reports that output accuracy has improved over the years.

Her relationship with the company reflects that evolution. Early on, she contacted QuestionWell about a missing feature. That outreach became a half-hour conversation with the founder and developed into an ongoing product-feedback dialogue. That is something QuestionWell routinely does: any customer willing to get on the phone speaks to the team.

Teacher expertise still determines the quality of use

Jill does not see AI generation as a substitute for instructional judgment.

She cautions that less experienced teachers may overuse fast-paced, gamified formats because they are engaging, even when they offer limited instructional depth. An experienced teacher is more likely to know which format fits the learning goal, which generated questions are worth keeping, and how to act on the resulting student data.

That is why she sees substantive professional learning as important. Even selecting the right generated questions, she argues, "takes a certain skill."

The strongest use of QuestionWell is not simply faster content production, but faster production combined with stronger teacher curation and interpretation.

What Jill's case shows

AI is most useful when it fits an existing curriculum. Jill starts with her curriculum's texts rather than asking AI to invent a curriculum from scratch.

Generation is only the first step. Her workflow depends on generating broadly, curating selectively, and interpreting student responses.

Exports connect AI to classroom practice. Google Forms and Quizizz turn generated questions into activities teachers and students can use immediately.

Formative assessment is the deeper value proposition. The goal is not more questions; it is more frequent evidence of what students understand before the final test.

Teacher expertise remains central. Jill's use case highlights the importance of knowing which questions, formats, and data are instructionally useful.

The broader lesson

QuestionWell helps Jill take texts she already teaches, create a larger pool of possible questions, apply her own judgment to select the best ones, export them into familiar tools, and use student responses to decide what needs to happen next.

The efficiency is useful. But the larger shift is that a *curriculum with limited along-the-way evidence becomes easier to supplement with frequent, teacher-designed checks for understanding, while the teacher remains responsible for the quality of the questions and the instructional decisions that follow.*