

## Level 1: Knowledge/Remembering

This is the lowest level of questions and requires students to recall information. Knowledge questions usually require students to identify information in basically the same form it was presented. Some examples of knowledge questions include...

- “What is the biggest city in America?”
- “Who wrote Harry Potter?”
- “How many ounces in a pound?”

### Key Words:

who	omit	where	which	choose
what	why	when	find	how
why	define	label	show	spell
omit	list	match	name	relate

### Question Ideas:

- What is...?
- Can you select?
- Where is...?
- When did \_\_\_\_ happen?
- Who were the main...?
- Which one...?
- Why did...?
- How would you describe...?
- When did...?
- Can you recall...?
- Who was...?
- How would you explain...?
- How did \_\_\_\_ happen...?

## Level 2: Comprehension/Understanding

Comprehension is the way in which ideas are organized into categories. Comprehension questions are those that ask students to take several bits of information and put them into a single category or grouping. These questions go beyond simple recall and require students to combine data together. Some examples of comprehension questions include...

- “How would you illustrate the water cycle?”
- “What is the main idea of this story?”
- “If I put these three blocks together, what shape do they form?”

### Key Words:

compare

contrast

demonstrate

interpret

explain

extend

illustrate

infer

outline

relate

rephrase

translate

summarize

show

classify

### Questions Ideas:

- How would you classify the type of...?
- How would you compare...?
- Will you state or interpret in your own words...?
- How would you rephrase the meaning?
- What facts or ideas show...?
- What is the main idea of .....?
- Which statements support...?
- Which is the best answer...?
- What can you say about ...?
- How would you summarize... ?
- Can you explain what is happening...?
- What is meant by...?

## Level 3: Applying

At this level, teachers ask students to take information they already know and apply it to a new situation. In other words, they must use their knowledge to determine a correct response. Some examples of application questions include...

- “How would you use your knowledge of latitude and longitude to locate Greenland?”
- “What happens when you multiply each of these numbers by nine?”
- “If you had eight inches of water in your basement and a hose, how would you use the hose to get the water out?”

### Key Words:

apply	build	choose	construct	
develop	interview	make use of	organize	plan
select	solve	utilize	model	
identify	experiment with			

### Question Ideas:

- How would you use...?
- How would you solve \_\_\_\_ using what you’ve learned...?
- What examples can you find to...?
- How would you show your understanding of...?
- How would you organize \_\_\_\_\_ to show...?
- How would you apply what you learned to develop...?
- What approach would you use to...?
- What other way would you plan to...?
- What would result if...?
- Can you make use of the facts to...?
- What elements would you use to change...?
- What facts would you select to show...?

## Level 4: Analyzing

An analysis question is one that asks a student to break down something into its component parts. To analyze requires students to identify reasons, causes, or motives and reach conclusions or generalizations. Some examples of analysis questions include...

- “What are some of the factors that cause rust?”
- “Why did the United States go to war with England?”
- “Why do we call all these animals mammals?”

### Key Words:

analyze	categorize	classify	compare
contrast	discover	dissect	divide
examine	inspect	simplify	survey
test for	distinguish	list	distinction
theme	relationships	function	motive

### Question Ideas:

- What are the parts or features of...?
- How is\_\_\_\_\_related to...?
- What is the theme . . . ?
- What motive is there . . . ?
- Can you list the parts . . . ?
- What inference can you make . . . ?
- What conclusions can you draw . . . ?
- How would you classify . . . ?
- How would you categorize . . . ?
- What evidence can you find . . . ?
- What is the relationship between . . . ?
- Can you make a distinction between . . . ?
- What is the function of . . . ?

## Level 5: Synthesis

Synthesis questions challenge students to engage in creative and original thinking. These questions invite students to produce original ideas and solve problems. There's always a variety of potential responses to synthesis questions. Some examples of synthesis questions include...

- “How would you assemble these items to create a windmill?”
- “How would your life be different if you could breathe underwater?”
- “Construct a tower one foot tall using only four blocks.”
- “Put these words together to form a complete sentence.”

### Key Words:

build	choose	combine	compile	compose
construct	create	design	develop	estimate
formulate	imagine	invent	make up	originate
plan	predict	propose	solve	solution
suppose	discuss	modify	change	original
improve	adapt	minimize	maximize	theorize

### Question Ideas:

- What changes would you make to solve...?
- How would you improve...?
- What would happen if...?
- Can you elaborate on the reason...?
- Can you propose an alternative...?
- Can you invent...?
- How would you adapt \_\_\_\_\_ to create a different...?
- How could you change (modify) the plot (plan)...?
- What facts can you compile...?
- What way would you design...?
- What could be combined to improve (change)...?
- Suppose you could \_\_\_\_\_ what would you do...?

## **Level 5: Synthesis (cont'd)**

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- “Put these words together to form a complete sentence.”

- Can you construct a model that would change...?
- How is \_\_\_\_\_ related to...?
- Can you think of an original way for the...?
- What are the parts or features of...?
- Why do you think...?
- What is the theme...?
- What motive is there...?
- Can you list the parts...?
- What inference can you make...?
- What ideas justify...?
- What conclusions can you draw...?
- How would you classify...?
- How would you categorize...?
- Can you identify the different parts...?
- What evidence can you find...?
- What is the relationship between...?
- Can you make the distinction between...?
- What is the function of...?

## Level 6: Evaluating

Evaluation requires an individual to make a judgment about something. We are asked to judge the value of an idea, a candidate, a work of art, or a solution to a problem. When students are engaged in decision-making and problem-solving, they should be thinking at this level. Evaluation questions do not have single right answers. Some examples of evaluation questions include...

- “What do you think about your work so far?”
- “What story did you like the best?”
- “Do you think that the pioneers did the right thing?”
- “Why do you think Darrell Trimble is so famous?”

### Key Words:

award	choose	conclude	criticize	decide
defend	determine	dispute	evaluate	judge
justify	measure	compare	mark	rate
deduct	rule on	select	agree	appraise
prioritize	opinion	interpret	explain	criteria
prove	disprove	assess	influence	perceive
value	estimate	recommend	support	importance

### Question Ideas:

- Do you agree with the actions/outcome...?
- What is your opinion of...?
- How would you prove/ disprove...?
- Can you assess the value or importance of...?
- Would it be better if...?
- Why did they (the character) choose...?
- What would you recommend...?
- How would you rate the...?

## **Level 6: Evaluating (cont'd)**

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- **“What story did you like the best?”**
- **“Do you think that the pioneers did the right thing?”**
- **“Why do you think Benjamin Franklin is so famous?”**

- **How would you prioritize...?**
- **How would you justify...?**
- **What judgment would you make about...?**
- **Why was it better that...?**
- **How would you prioritize the facts...?**
- **What would you cite to defend the actions...?**
- **What data was used to make the conclusion...?**
- **What information would you use to support the view...?**
- **Based on what you know, how would you explain...?**
- **How would you evaluate...?**
- **How would you compare the ideas...? the people...?**
- **How could you determine...?**
- **What choice would you have made...?**
- **What would you select...?**