QUESTIONING FOR QUALITY THINKING

Knowledge — Identification and recall of information
Who, what, when, where, how ____________?
Describe ________________

Comprehension — Organization and selection of facts and ideas
Retell ________________ in your own words.
What is the main idea of ________________?

Application — Use of facts, rules, principles
How is __________ an example of __________?
How is __________ related to __________?
Why is ________________ significant?

Analysis — Separation of a whole into component parts
What are the parts or features of __________?
Classify __________ according to __________.
Outline/diagram/web ________________
How does ______ compare/contrast with ______?
What evidence can you present for ________?

Synthesis — Combination of ideas to form a new whole
What would you predict/infer from __________?
What ideas can you add to ________________?
How would you create/design a new ________?
What might happen if you combined __________ with ________________?
What solutions would you suggest for ________?

Evaluation — Development of opinions, judgments, or decisions
Do you agree ________________?
What do you think about ________________?
What is the most important ________________?
Prioritize __________ according to __________.
How would you decide about ________________?
What criteria would you use to assess ________?
STRATEGIES TO EXTEND STUDENT THINKING

Remember "wait time I and II"
Provide at least three seconds of thinking time after a question and after a response.

Utilize "think-pair-share"
Allow individual thinking time, discussion with a partner, and then open up for the class discussion.

Ask "follow-ups"
Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?

Withhold judgment
Respond to student answers in a non-evaluative fashion.

Ask for summary to promote active listening
"Could you please summarize John's point?"

Survey your class
"How many people agree with the author's point of view?" ("thumbs up, thumbs down")

Allow for student calling
"Richard, will you please call on someone else to respond?"

Play devil's advocate
Require students to defend their reasoning against different points of view.

Ask Students to "unpack their thinking"
"Describe how you arrived at your answer." ("think aloud")

Call on students randomly
Avoid pattern of only calling on those students with raised hands.

Encourage student questioning
Let students develop their own questions.

Cue student responses
"There is not a single correct answer for this question. I want you to consider alternatives."