

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."