

Costa's Levels of Questioning -Arthur Costa												
Level 1: Gathering				Level 2: Processing				Level 3: Applying				
Depth of Knowledge -Norman Webb												
Level 1: Recall Information				Level 2: Skills & Concepts				Level 3: Strategic Thinking		Level 4: Extended Thinking		
Bloom's Taxonomy -Benjamin Bloom												
I. Remember		II. Understand		III. Apply		IV. Analyze		V. Evaluate		VI. Create		
Verbs used at each Level (*appear in 2 levels)												
Arrange*	Relate*	Acquire*	Outline*	Acquire*	Investigate*	Analyze*	Outline*	Appraise*	Recommend	Abstract	Imagine	Produce*
Choose*	Repeat	Annotate	Paraphrase	Adapt*	Learn*	Appraise*	Plot*	Argue	Refines	Act	Import	Program*
Cite	Reproduce	Approximate	Predict*	Allocate	Make*	Arrange*	Point out	Refute*	Refines	Adapt*	Import	Progress
Define	Review*	Articulate	Recognize*	Apply	Manage*	Audit*	Probe*	Choose*	Reject	Animate	Incorporate	Propose
Describe*	Select*	Associate	Reference*	Ascertain	Manipulate	Blueprint	Prohibit*	Compare*	Relate*	Anticipate	Inter*	Reorganize
Distinguish*	Sequence*	Calculate*	Reference*	Assign	Modify*	Break down	Program*	Conclude*	Release	Assemble	Initiate	Reconstruct
Draw*	Show*	Characterize*	Report	Attend	Operate	Calculate*	Proceed	Contrast*	Report on	Blend	Integrate	Reinforce
Enumerate	Son*	Clarify	Research*	Back up	Point	Characterize*	Quantity	Counsel	Research*	Build	Interface	Revise*
Find	Study*	Classify*	Restate	Calculate*	Perform	Compare*	Query	Criticize*	Review*	Change*	Intervene	Reorganize
Group*	Tabulate*	Compare*	Retell	Capture	Personalize	Confirm	Question	Critique*	Score	Code	Invent	Revise*
Identify*	Tell*	Compute*	Review*	Change*	Pick*	Contract	Relate*	Debate*	Score	Collaborate	Join	Rewrite*
Index	Trace*	Contrast*	Record	Choose*	Practice	Conclude	Research*	Defend*	Select	Combine	Lecture	Role-play*
Indicate	Underline	Convert	Recreate*	Classify*	Predict*	Criticize*	Review*	Determine*	Summarize	Communicate	Make*	Sequence*
Know	Write	Collaborate	Subtract	Collect*	Prepare*	Debate*	Scrutinize	Diagnose*	Support	Compare*	Makeup	Setup
Label		Defend*	Summarize*	Complete	Price*	Deduce	Select*	Discourse*	Tell why	Compile	Manage*	Show*
List*		Demonstrate*	Tell*	Compute*	Produce*	Deduct	Separate	Enhance*	Test*	Complete	Model	Specify*
Listen		Describe*	Theorize	Conclude*	Produce*	Diagnose*	Sequence*	Estimate*	Test*	Construct	Modify	Structure
Locate*		Detail	Trace*	Conduct	Project	Diagram	Soft	Evaluate	Value*	Construct	Modify*	Substitute
Match		Differentiate*	Translate*	Construct	Provide*	Differentiate*	Size up	Grade	Verify	Contrast*	Negotiate	Suggest
Meet		Discuss*		Create*	React	Discuss*	Solve*	Infer*	Through	Correspond	Network	Summarize*
Memorize		Distinguish*		Customize	Recover*	Discuss*	Specify*	Interpret*		Create*	Organize*	Support
Name		Elaborate		Demonstrate*	Relate*	Distinguish*	Study*	Investigate*		Cultivate	Originate	Synthesize
Outline*		Estimate*		Derive*	Respond	Document	Subdivide	Judge		Depict	Outline*	Systematize
Provide*		Example		Determine*	Role-play*	Examine*	Survey	Justify		Devise*	Overhaul	Tell*
Quote		Expand upon		Develop*	Roundoff	Experiment*	Test*	Predict*		Design	Perform*	Validate*
Recall		Explain*		Demolish	Schedule	Extrapolate*	Train	Prescribe		Devise*	Plan	Visualize*
Recognize*		Express*		Discover*	Select*	Graph*	Transform	Prove		Devise	Portray	Write*
Record*		Extend		Dramatize	Sequencer*	Inter*	Value			Enhance*	Predict*	
		Extrapolate*		Employ	Show*	Inquire				Establish	Prepare*	
		Factor*		Examine*	Simulate	Inspect				Express*	Prescribe	
		Generalize*		Exclude	Sketch	Interact*				Facilitate	Profound	
		Give		Exhibit	Solve*	Investigate*				Format	Process*	
		Identify*		Experiment*	State a rule	Layout				Formulate		
		Illustrate*		Expose	or principle	Manage				Hypothesize		
		Inter*		Express*	Subscribe	Maximize						
		Interact		Graph*	Tabulate*	Measure*						
		Interpret*		Illustrate*	Teach	Minimize						
		Locate*		Implement	Transcribe	Optimize						
		Observe		Interpret*	Transfer	Order						
				Interview	Translate*	Organize*						
					Use							

HIGHER ORDER Thinking Questions

Higher Order Thinking Questions List

**National Assoc For Gifted
Children,NAGC,Joyce VanTassel-
Baska,Ann Robinson**

Higher Order Thinking Questions List:

How to Assess Higher-order Thinking Skills in Your Classroom Susan M. Brookhart, 2010 Covers how to develop and use test questions and other assessments that reveal how well students can analyze reason solve problems and think creatively

, Better Questioning for Better Learning Benjamin Johnson, 2021-08-10 Learn how to ask deeper questions and develop better questioning habits with this important resource Author Benjamin Stewart Johnson takes you step by step through the key considerations and brain based research to keep in mind when developing questions He begins with an overview of why it s important to understand participants thought process when being asked questions He then shows how to set expectations for virtual questions and face to face questions how to plan authentic higher order questions how to scaffold and differentiate questions and how to avoid zombie questions In addition he debunks myths such as wait time and points out the best ways to help learners support their answers use questions to check for understanding and more Each section concludes by helping you create an action plan to improve your skills in a given area Appropriate for teachers instructional coaches training facilitators and specialists the book can be used independently or in schoolwide book studies to help educators of all subjects and grades improve the depth and quality of their questioning

How to Design Questions and Tasks to Assess Student Thinking Susan M. Brookhart, 2014-08-20 With new standards emphasizing higher order thinking skills students will have to demonstrate their ability to do far more than simply remember facts and procedures But what s the best way for teachers to ensure that students have such skills In this highly accessible guide author Susan M Brookhart shows how to do just that by providing specific guidelines for designing targeted questions and tasks that align with standards and assess students ability to think at higher levels Aided by dozens of examples across grade levels and subject areas readers will learn how to take a student perspective and view assessment questions and tasks as problems to solve design multiple choice questions that require higher order thinking understand the difference between open and closed questions and how to use open questions effectively vary and control the features of performance assessment tasks including cognitive level and difficulty to target different thinking skills and manage the assessment of higher order thinking within the larger context of teaching and learning Brookhart also provides an idea bank that teachers can use to jump start their own thinking as they create assessments Timely and practical How to Design Questions and Tasks to Assess Student Thinking is essential reading for 21st century teachers who want their students to excel in the classroom and beyond

The Power of Questioning Starr Sackstein, 2015-12-18 Teaching and learning cannot happen without questions Inquiry is the offspring of curiosity and creativity Questions are incredibly powerful tools that open the world up In the age of Google the way we teach needs to change and students need to be reconnected with their early childhood curiosity Let s put that control back into kids hands by teaching them to question better The Power of Questioning will help you to make students partners in their own learning

Total Literacy Techniques Pérsida Himmele, William Himmele, Keely Potter, 2014-07-15 This book provides 3rd

through 12th grade teachers with more than 50 teacher tested tools and techniques for helping their students read independently and critically Authors P rsida and William Himmele and National Board Certified teacher Keely Potter present literacy as an interconnected process that involves emotions cognition and multiple opportunities for developing higher order thinking With this in mind they present tools for helping students develop academic language become avid and analytical readers engage with literature and informational texts discuss texts and write about texts in clear and cogent ways Each chapter includes reflections from real teachers and students who share their own literary practices and journeys bringing the practices to life With a focus on engaging students as thinkers readers and writers Total Literacy Techniques provides practical and effective ways for teachers to help students develop the critical reading habits that open up new ways of understanding and contributing to their worlds P rsida Himmele and William Himmele are the authors of the best selling ASCD book Total Participation Techniques Making Every Student an Active Learner

Challenging Learning Through Questioning Martin Renton, 2020-05-04 Better questioning for better learning Questioning is a process that sparks discussion and encourages deeper thinking Effective questioning builds on students natural curiosity moving them out of their comfort zone and into the learning zone in a purposeful accessible way It also models the process of good thinking and fosters a culture of high expectations Like any skill questioning takes practice With this insightful guide you ll reframe your thinking and fine tune the three essential questioning skills know your intent plan your responses and stay purposefully silent to elicit noticeably improved responses from students Features include Questioning sequences that work in any discipline Techniques for deepening learning through questioning Organizational strategies for pair small group and whole class dialogues Best practices for balancing questioning thinking tools and strategic silences Exercises activities and review and reflection sections High quality questioning supports a culture in which students are not only challenged but expect to be challenged and where they flourish intellectually Through your questioning you ll give them the tools they need to become thoughtful confident and independent learners

Critical Thinking and Formative Assessments Todd Stanley, Betsy Moore, 2013-09-05 Develop your students critical thinking skills and prepare them to perform competitively in the classroom on state tests and beyond In this book Moore and Stanley show you how to effectively instruct your students to think on higher levels and how to assess their progress As states implement the Common Core State Standards teachers have been called upon to provide higher levels of rigor in their classrooms Moore and Stanley demonstrate critical thinking as a key approach to accomplishing this goal They explore the benefits of critical thinking and provide the tools you need to develop and monitor critical thinking skills in the classroom Topics include The Difference Between Higher Level and Lower Level Thinking Writing Higher Level Thinking Questions Assessing Critical Thinking Strategies to Develop Higher Level Thinking Skills

A Teacher's Toolbox for Gifted Education Todd Stanley, 2022-01-31 This book provides busy teachers with an adaptable toolbox of strategies for challenging gifted students that they can immediately put into practice in their classroom

school or program Chapters cover everything from makerspaces and project based learning to enrichment clubs mentorships creative thinking and more Each strategy includes an overview resource guide description of how it looks in the classroom and all the information you need to put it into practice With templates charts and links to videos illustrating the tools in action A Teacher s Toolbox for Gifted Education is your go to guide for creative ways to support advanced learners

Classroom Management Simplified Elizabeth Breaux,2014-05-22 The tips in this book are accompanied by typical classroom scenarios and step by step instructions on how to implement them Also included are actual dialogues to use with your students **Teaching Students to Dig Deeper** Benjamin Johnson,2013-10-02 This important new book identifies the skills and qualities students need based on the Common Core State Standards to be really ready for college and careers Go beyond content knowledge the deep thinking and learning skills detailed in this book will equip students for success Prepare your students for their futures by helping them become Analytic thinkers Critical thinkers Problem solvers Inquisitive Opportunistic Flexible Open minded Teachable Risk takers Expressive Skilled at information gathering Skilled at drawing inferences and reaching conclusions Skilled at using technology as a tool not a crutch For each skill you ll learn why it matters and get a whole host of practical strategies and techniques for bringing the skill to life in the classroom across the curriculum and for different grade levels BONUS You ll get useful much needed information on planning high quality assessments

Instructional Strategies for Middle and High School Bruce E. Larson,2023-06-22 Instructional Strategies for Middle and High School is an accessible practical and engaging methods textbook that introduces pre service teachers to various instructional strategies and helps them to decide how and when to use these methods in the classroom Classrooms are comprised of diverse learners and aspiring teachers will face complex decisions about student assessment This book offers practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy Key features include Clear step by step descriptions of six instructional techniques that pre service teachers can realistically implement within the classroom setting and videos of these strategies being employed in actual middle school classrooms Practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy Concrete examples to illustrate each concept or teaching method described Guidelines for deciding which instructional methods are most appropriate to different classroom situations and for diverse learners including Teaching with Technology and Teaching English Language Learners features now included in every chapter This book equips pre service teachers with the methodological tools to promote understanding conceptual awareness and learning for every student Updated and fully comprehensive online support materials with both student and instructor resources offer real world applications of strategies classroom assessment and management Resources include videos lesson templates review questions state standard assessments and more

Unforgettable W. Michael Gray,2016-10-12 We have an uneasy relationship with the relentless deluge of information

gushing out of academia and our media outlets To turn it off is escapist but to attempt to cognitively grapple with it is overwhelming In Unforgettable Enabling Deep and Durable Learning a nationally recognized master teacher gives professors and their students the means to chart a clear path through this information explosion Humans crave explanatory patterns and this book enables teachers to think deeply about their academic disciplines to find and articulate their core explanatory principles and to engage their students in a compelling way of thinking An alternative title for this book could be Why the Best College Teachers Do What They Do because the author articulates a compelling rationale that will equip faculty to create and deliver transformative courses Students in transformative courses grapple with essential questions and gain mental muscle that equips them for real world challenges

Instructional Strategies for Middle and High School Social Studies Bruce E. Larson, 2016-08-10 *Instructional Strategies for Middle and High School Social Studies* Methods Assessment and Classroom Management is an exciting methods based text that integrates appropriate management and assessment techniques with seven distinct teaching strategies Writing explicitly for pre service social studies teachers veteran teacher educator Bruce E Larson offers detailed descriptions of a range of instructional strategies along with guidelines for deciding how and when to use each Part I offers the foundations for teaching and learning in a social studies classroom and explores contextual theoretical and policy factors that all teachers need to consider before entering the classroom Part II delivers a range of comprehensive strategies for providing instruction that is appropriate for particular lessons student abilities and classroom environments The practical strategies in Part II build upon the learning theories described in Part I positioning *Instructional Strategies for Middle and High School Social Studies* to be the go to all inclusive teacher s guide to the social studies classroom New to this Edition A list of goals before each chapter presents an overview of the chapter s content focus and provides an outline for the chapter review Extensively revised Part I chapters 1 4 provides an updated review of national standards developed for teaching history geography civics and economics In depth applications of the Common Core State Standards for the social studies are also explored New Reality Check feature provides directions for integrating field based experiences into the chapters and contextualizes the ideas in the book for a classroom setting Each chapter in Part II chapters 5 11 has been expanded to include a section labeled Enhancing Student Learning with Technology offering websites links and other resources for integrating recent technologies into the classroom Chapters 5 11 include a new Making Your Lesson More Meaningful for ELLs feature which provides ideas based on current research and theories about learning language for engaging ELLs specific for each instructional strategy Expanded discussion of the Understanding by Design model equips teachers to design learning experiences that promote student understanding by intentionally designing what happens in the classroom and developing authentic formative assessments of student learning

The Instructional Leader's Guide to Informal Classroom Observations Sally J. Zepeda, 2009 Like the best selling first edition this book shows elementary middle and high school principals and other instructional leaders how to Make your classroom walk

throughs more productive and efficient Ensure the professional development and growth of your teachers Provide teachers with easy to digest feedback Motivate your teachers and improve student learning *Higher Order Thinking Skills* R. Bruce Williams,2003 Explicit instruction in thinking skills must be a priority goal of all teachers In this book the author presents a framework of the five Rs Relevancy Richness Relatedness Rigor and Recursiveness The framework serves to illuminate instruction in critical and creative thinking skills for K 12 teachers across content areas Each chapter treats one category of thinking skills A chapter begins with a brief anecdote that illustrates the category then discusses the skill presents relevant life questions and concludes by examining chosen strategies for the three thinking levels Empowering Students Through Questioning Mario C. Barbieri,2022-02-09 Teachers ask 40 questions a day Do the questions empower students assess student knowledge of the subject matter or promote student metacognition Empowering Students Through Questioning A Guide for Understanding the Skills in Lesson Design and Instruction addresses the art and skill of questioning so teachers can plan more effective lessons and achieve greater student engagement and cognition Included are practice activities for teachers to use in planning questions for their lesson as well as field tested rubrics to help coach and mentor teachers in understanding how their questions address student activity The book also discusses common pitfalls of questioning what type of test is best to use to assess student knowledge activities for planning and assessing questioning types of assessments to use and the types of questions that are most effective for the specific assessment The relationship between Revised Bloom s Taxonomy teacher input and Webb s Depth of Knowledge student output is also shown so teachers can see the impact of their questioning **Primary Science: Knowledge and Understanding** Graham Peacock,John Sharp,Rob Johnsey,Debbie Wright,Keira Sewell,2020-12-16 All the subject knowledge you need to teach primary science If you are training to be a primary school teacher you need to understand what you need to know about primary science before you can teach it To help you build your subject knowledge this comprehensive text includes subject knowledge from each part of the primary science curriculum and comes with a wide range of resources so you can test you knowledge as you progress through the course an online science subject knowledge audit with the ability to share results end of chapter self assessment questions Interactive tasks a science subject knowledge checklist useful weblinks for primary science teaching Recommended further reading This new edition comes with a new chapter on science in curriculum **Using the National Gifted Education Standards for Teacher Preparation** National Assoc For Gifted Children,NAGC,Joyce VanTassel-Baska,Ann Robinson,2021-09-23 Standards have benefits particular to the field of gifted education In order to ensure equity and systematic talent search and programming it is essential that current and future teachers are educated in the relevant theory research pedagogy and management techniques important for developing and sustaining classroom based opportunities specifically designed for gifted learners By incorporating the 2013 NAGC CEC Teacher Preparation Standards in Gifted and Talented Education this guidebook helps university faculty at the undergraduate and graduate levels design or revise gifted education programs and

partner with other educators in developing gifted education teachers *Introduction to Teaching* Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2023-10-11 Grounded in the realities and complexities of today's schools *Introduction to Teaching Making a Difference in Student Learning Fourth Edition* is the ideal text for aspiring teachers. Acclaimed authors Gene E. Hall, Linda F. Quinn, and Donna M. Gollnick thoroughly prepare students to make a difference as teachers, presenting first-hand stories and evidence-based practices while offering a student-centered approach to learning. From true-to-life challenges that teachers will face, such as reduced funding, low retention, and changing standards, to the inspiration and joy they will discover throughout their teaching careers, this text paints a realistic picture of the real life of a teacher in a post-pandemic era.

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