Lower-Order Thinking Questions

Remember (LOTS)

 Who are the main characters? When did the event take place? What is the setting of the story? Where would you find _____? How do you _____? What is ____? How do you define _____? How do you spell _____? What are the characteristics of _____? List the _____ in proper order. Name all the ______ Describe the _____

Who was involved in the event or

How many _____ are there?

situation?

Understand (LOTS)

- Can you explain why _____?

 What is the difference between _____?

 How would you rephrase _____?

 What is the main idea?
- Why did the character/person
- What's happening in this illustration?
- Retell the story in your own words.
- Describe an event from start to finish.
- · What is the climax of the story?
- Who are the protagonists and antagonists?
- What does _____ mean?
- What is the relationship between

Higher Order Thinking Questions For Line Plots

Dr Anupam Agrawal ,Mrs. Sharad Agrawal

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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 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 Note This product listing is for the Adobe Acrobat PDF version of the book Economics Class 11 Based on CBSE Guidelines Dr. Harish Chandra Sharma, 2022-06-04 ECONOMICS CLASS 11 PART A STATISTICS FOR ECONOMICS UNIT I INTRODUCTION 1 AN INTRODUCTION TO ECONOMICS 2 STATISTICS MEANING SCOPE FUNCTIONS AND IMPORTANCE UNIT II COLLECTION ORGANISATION AND PRESENTATION OF DATA 3 COLLECTION OF DATA PRIMARY AND SECONDARY DATA 4 TECHNIQUES OF DATA COLLECTION CENSUS AND SAMPLE INVESTIGATION 5 SOME IMPORTANT SOURCES OF SECONDARY DATA NSSO AND CENSUS 6 CLASSIFICATION OF DATA 7 PRESENTATION OF DATA TEXTUAL AND TABULAR PRESENTATION 8 DIAGRAMMATIC PRESENTATION OF DATA BAR DIAGRAMS AND PIE DIAGRAMS 9 FREQUENCY DIAGRAMS HISTOGRAMS POLYGON FREOUENCY CURVE AND OGIVE 10 ARITHMETIC LINE GRAPHS TIME SERIES UNIT III STATISTICAL TOOLS AND INTERPRETATION 11 MEASURES OF CENTRAL TENDENCY ARITHMETIC MEAN 12 MEASURES OF CENTRAL TENDENCY MEDIAN AND MODE 13 MEASURES OF DISPERSION 14 CORRELATION 15 INDEX NUMBER UNIT IV DEVELOPING PROJECTS IN ECONOMICS 16 USE OF STATISTICAL TOOLS DEVELOPING PROJECTS IN ECONOMICS PART B DEVELOPMENT OF INDIAN ECONOMY UNIT V DEVELOPMENT POLICIES AND EXPERIENCE 1947 90 1 STATE OF INDIAN ECONOMY ON THE EVE OF INDEPENDENCE 2 INDIAN ECONOMY 1950 90 ECONOMIC SYSTEM 3 COMMON OBJECTIVES OF FIVE YEAR PLANS IN INDIA 4 AGRICULTURE FEATURES PROBLEMS AND POLICIES 5 INDUSTRIES FEATURES PROBLEMS AND POLICIES 6 FOREIGN TRADE OF INDIA FEATURES PROBLEMS AND POLICIES UNIT VI ECONOMIC REFORMS SINCE 1991 7 ECONOMIC REFORMS IN INDIA LIBERALISATION PRIVATISATION AND

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