

Questions for Quality Thinking

Knowing—Identification and recall of information

Who, what, when, where, how _____?
Describe _____?

Understanding—Organization and selection of facts and ideas

Retell _____ in your own words.
What is the main idea of _____?

Applying—Use of facts, rules, principle

How is _____ and example of _____?
How is _____ related to _____?
Why is _____ significant?

Analyzing—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 list for _____?

Creating—Combination of ideas to form a new whole

What would you predict or 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 _____?

Evaluating—Development of opinions, judgments, or decisions

Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____
How would you decide about _____?
What criteria would you use to assess _____?

Strategies to Extend Student Thinking

- **Remember “wait time”**

Provide at least 3 seconds of thinking after a question and after a response.

- **Utilize “think, Pair, Share”**

Allow individual thinking time, discussion with a partner, and then open up the classroom discussion.

- **Ask “Follow-ups”**

Why? DO you Agree? Can you elaborate? Tell me more?
Can you give me an example?

- **Withhold Judgment**

Respond to student answers in a non-evaluative way.

- **Ask for Summary (to promote active listening)**

“Could you please summarize John’s point?”

- **Survey the class**

How many people agree with the author’s point of view?
(“thumbs down, thumbs up)

- **Allow for student calling**

“Amy, 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 about)

- **Call on students randomly**

Not just those who raise their hands

- **Student Questioning**

Let students develop their own questions.

- **Cue student responses**

“There isn’t a single correct answer for this question. I want you to consider alternatives.”