

HIGHER ORDER THINKING QUESTION STEMS

REMEMBER (Level 1)

Recognizing and recalling

Describe what happens when _____.

How is (are) _____?

How would you define _____?

How would you identify _____?

How would you outline _____?

How would you recognize _____?

List the _____ in order.

What do you remember about _____?

What is (are) _____?

What would you choose _____?

When did _____?

Where is (are) _____?

Which one _____?

Who was (were) _____?

Why did _____?

UNDERSTAND (Level 2)

Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining

Elaborate on _____.

How can you describe _____?

How would you clarify the meaning _____?

How would you compare/contrast _____?

How would you differentiate between _____ and _____?

How would you express _____?

How would you generalize _____?

How would you identify _____?

What can you infer from _____?

What can you say about _____?

What did you observe _____?

What is the main idea of _____?

What would happen if _____?

Will you restate _____?

APPLY (Level 3)

Executing and implementing

- How would you develop _____?
- How would you after _____ to _____?
- How would you change _____?
- How would you modify _____?
- How would you demonstrate _____?
- How would you develop _____ to present _____?
- How would you present _____?
- How would you solve _____?
- What actions would you take to perform _____?
- What examples can you find that _____?
- What other way would you choose to _____?
- What would the result be if _____?
- Why does _____ work?

ANALYZE (Level 4)

Differentiating, organizing, attributing

- Discuss the pros and cons of _____.
- How can you classify _____ according to _____?
- How can you compare the different parts of _____?
- How can you sort the parts of _____?
- How is _____ connected to _____?
- How would you explain _____?
- What are the advantages and disadvantages of _____?
- What can you infer _____?
- What can you point out about _____?
- What evidence in the text can you find that _____?
- What explanation do you have for _____?
- What ideas support/validate _____?
- What is the problem with _____?
- What is your analysis of _____?
- Why do you think _____?

EVALUATE (Level 5)
Checking and critiquing

Create a poem/riddle/song that explains _____?
Devise a way to _____?
How would you compile the facts for _____?
How would you elaborate on the reason _____?
How would you generate a plan to _____?
How would you improve _____?
How would you portray _____?
Predict the outcome if _____?
What alternative would you suggest for _____?
What changes would you make to revise _____?
What could you invent _____?
What facts can you gather _____?
What would happen if _____?

CREATE (Level 6)
Generating, planning, producing

Determine the value of _____.
How could you verify _____?
How would you determine which facts _____?
How would you grade _____?
Rank the importance of _____.
Rate the _____. Explain your rating.
What choice would you have made _____? Explain your reasoning.
What criteria would you use to assess _____?
What data was used to evaluate _____?
What information would you use to prioritize _____?
What is the most important _____? Tell why.
What is your favorite _____? Why?
What would you suggest _____?
What is your opinion of _____? Support your response.