

QUESTIONS *in 3 levels*

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|----------------|--------------------------|--|
| LEVEL 1 | Remember Recognize | RECOGNIZING The answers are “right there.” |
| LEVEL 2 | Process Interpret | UNDERSTANDING The answers can be found by “reading between the lines” or by “putting parts together.” |
| LEVEL 3 | Create Judge Apply | EXTENDING The answers are open-ended and promote reflection. They may not be a single “correct” answer to these questions. |

THINKING SKILLS *in 2 levels*

| LOTS | HOTS |
|---|--|
| Lower Order Thinking Skills | Higher Order Thinking Skills |
| Concrete | Abstract |
| Here and now; real and specific | Complex and analytical; creative and evaluative |
| The answer is “right there.” | The answer must be “figured out.” |
| Used to help students access and understand concepts, facts, and information. | Used to intrigue students and extend their thinking. |

HIERARCHIES *in* COMPARISON

| BLOOM'S TAXONOMY | LEVELS OF LEARNING | LEVELS OF THINKING | LEVELS OF QUESTIONING | THINKING SKILLS |
|------------------|--------------------|--------------------|-----------------------|------------------------------|
| Knowledge | Remembering | Recognition | Recognizing | Lower order thinking skills |
| Comprehension | Processing | Interpretation | Understanding | |
| Application | | | | |
| Analysis | Creating | Application | Extending | Higher order thinking skills |
| Synthesis | | | | |
| Evaluation | | | | |

B. S. Bloom, 1956

Newcomb and Trevfz, 1987

Vacca and Vacca, 1989

- *Effective questions tend to come in groups...and questioning is the art of sequencing those questions in groups.*
- *Assembling questioning sequences...is like building steps.*
- *It's effective to ask questions that progress from simple to complex.*

~ Doug Lemov, in Teach Like a Champion