

QUESTION STEMS – ADAPTED FROM BLOOM’S TAXONOMY

| 1. REMEMBER | 2. JUDGE | 3. ANALYZE |
|--|---|--|
| <p>What? Who? Where? Which one? How? Why? How much? How many? When? Can you name all the ...?</p> | <p>Do you think ... is a good or bad thing? How would you have handled ...? In your eyes, what are the pros and cons of ...? What criteria would you use to prioritize xyz? What changes to ... would you recommend? What choice would you have made...? Which option is more important/moral/ better/ logical, valid/ appropriate? What are some of the problems of...? Can you defend your position about ...? How would you feel if ...? What influence will ... have on our lives? Why is ... of value?</p> | <p>What does this mean? State in your own words. Is this the same as ...? What would happen if ...? Explain why . . . What expectations are there? Is it valid that ...? Which statements support ...? What restrictions would you add? Can you clarify. . .? Can you illustrate/ draw it in a venn diagram/ story map it. Etc. . . ? Compare/ Contrast xyz... What’s the relationship between...? Can you distinguish between ...? How is ... similar to ...? What is the purpose of ...? What are the assumptions? What were some of the motives behind ...?</p> |
| 4. APPLY (TO A NEW SITUATION) | 5. CREATE | |
| <p>Do you know another instance where....? Can you apply this to something relevant to you? Give an example from your life. Could this have happened in...? Predict what would happen if ... How is ___ an example of ___? Tell how much change there would be if ... What do you think could have happened next? What questions would you ask of ...?</p> | <p>Can you design a ... to ...? Invent a possible solution to ...? From the information given, can you develop a set of instructions about ...? How many ways can you ...? Can you create new and unusual uses for ...? Can you develop a proposal which would ...? How would you test ...? Brainstorm a set of alternatives. How else would you ...? Is there a better solution to ...?</p> | |

Question Grid – use this to diversify the questions you ask in your session.

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|---|--|
| Gist Statement <i>(The one sentence you want them to come to insight about)</i> | |
| Remember? | |
| Judge? | |
| Analyze? | |
| Apply? | |
| Create? | |

Reminders

| Less Of | More Of |
|---|---|
| Rapid fire teacher questions | Thoughtful questions that are carefully crafted to push student thinking |
| Questions directed to the whole class, with few students responding. | Questions directed to student dyads or small groups. |
| Questions that ask students to state small pieces of knowledge unrelated to the larger context. | Questions that require connections between and among concepts |
| Questions that ask what students know | Questions that ask how students know. |
| Questions with quick answers. | Questions with wait time for student thinking |
| Questions limited to current understanding | Questions that extend understanding to a new context |
| Spending time planning activities in a class session | Spend time planning strategic questions based on expected and unexpected student responses. |