

Higher Order Thinking Skills Question Templates

Recall

Remembering or recognizing key facts, definitions, concepts, etc.; repeating verbatim or paraphrasing information that has already been provided to the student.

Trigger words: *define list label name identify repeat who what when*

Note: Any question becomes a recall question if the answer has already been explicitly provided to the student in class or in the text.
 When did _____ take place?
 List the _____.

Define the term _____.
 What is a _____?
 Who did _____?
 Name _____.

Analysis

Understanding relationships between the whole and its component parts and between cause and effect; sorting and categorizing; understanding how things work and how the parts of something fit together; understanding causal relationships; getting information from charts, graphs, diagrams, and maps. Analysis is more than rote repetition; instead it involves reflectively structuring knowledge in new ways.

Trigger words: *analyze break down relationship how it works how it is used give an example*

How does _____ work?
 Sort these _____.
 Use the table to determine _____
 Graph _____.
 What caused _____?
 What is another possible cause of _____?
 Outline the _____.
 Based on the written description, draw a diagram.
 Draw your own map of _____ without tracing or copying.
 Use the map to determine _____.
 In what sequence did _____ happen?
 Break _____ down into its component parts.
 Give an example of _____.
 What literary form is being used?
 What technique is being used?
 What information is needed?
 Is the information relevant?
 Into what groups can you organize these?
 Draw a picture that illustrates what's described in the story _____.

What does _____ symbolize?
 Find examples of [a literary device] in your readings.
 Analyze the _____ in _____.
 Classify these _____ according to _____.
 Separate the _____ from the _____.
 Translate _____.
 Analyze how _____.
 Explain how _____ works.
 What was the author's point of view?
 How did the author convey _____?
 What words does the author use to paint an image of _____ in your mind?
 How were _____ used to _____?
 What kind of a _____ is this?
 Which one doesn't belong in this group?
 What is the function of _____?
 What is the purpose of _____?
 What is the relationship between _____ and _____?
 What is the pattern?
 Use manipulative to illustrate a concept.
 Build a model of _____.
 Measure _____.

Comparison

Explaining how things are similar and how they are different. Comparisons may be either simple or complex. Simple comparisons are based on a small number of very obvious attributes. Complex comparisons require an examination of a more extensive set of attributes of two or more things. Comparisons start with the whole/part relationships in the analysis category and carry them a step further.

Trigger words: *compare, contrast, distinguish, alike, different*

How is _____ like _____?

How are _____ and _____ different?

Compare the character _____ at the beginning of the story and at the end.

Distinguish between _____ and _____.

Compare _____ with _____.

On what dimensions might you compare _____ and _____?

Which one is the biggest/Oldest/tallest?

Inference

Reasoning inductively or deductively. In deductive tasks, students reason from generalizations to specific instances and are asked to recognize or explain the evidence. In inductive tasks, students are given the evidence or details and are required to related and integrate the information to come up with the generalization.

Trigger words: *hypothesize synthesize use evidence apply a rule generalize create what if infer predict conclude apply solve*

Hypothesize what will happen if _____.

Predict what will happen if _____.

Apply the rule to _____.

Solve the problem _____.

Predict how the story _____ will end.

What is the main idea of the story _____?

What is the overall theme of _____?

What is the moral of the story?

Develop of plan to _____.

Propose and describe an invention that fills some need.

Write a research paper on _____.

Based on your readings, what can you conclude about _____?

What was the author's point of view?

Solve a logic puzzle.

What if _____?

What rule applies here?

What generalization can you make from this information?

Create a _____.

Design a _____.

Purpose a solution to the problem of _____.

Evaluation

Expressing and defending an opinion. Evaluation tasks require students to judge quality, credibility, worth or practicality using established criteria and explain how the criteria are met or not met.

Trigger words: *judge evaluate best solution justify defend critique*

Was _____ worth the costs? Explain your answer.

Was the argument convincing? What makes you think so?

Did _____ behave appropriately? Why?

What would you have done in this situation?

Why?

Write a critique of _____.

Was this experiment well designed? Defend your answer.

Judge which is the best solution to the problem of _____? Why do you think so?

How well are the conclusions supported by the data/facts/evidence? Explain.

Did _____ choose a wise course of action? Give reasons.

Apply a scoring rubric to this piece of work.

Explain why you are assigning each score.

What would you have done in this situation? Why?

Review a book, performance, or exhibit.

Justify your evaluation.

Which _____ is the best? Why do you think so?

Whose arguments/evidence was more convincing?

Why?

If you were the judge, what would your decisions be?

Why?

Give and justify your opinion on _____.