

# Lower-Order Thinking Questions

## Remember (LOTS)

- Who are the main characters?
- When did the event take place?
- What is the setting of the story?
- Where would you find \_\_\_\_\_?
- How do you \_\_\_\_\_?
- What is \_\_\_\_\_?
- How do you define \_\_\_\_\_?
- How do you spell \_\_\_\_\_?
- What are the characteristics of \_\_\_\_\_?
- List the \_\_\_\_\_ in proper order.
- Name all the \_\_\_\_\_.
- Describe the \_\_\_\_\_.
- Who was involved in the event or situation?
- How many \_\_\_\_\_ are there?

## Understand (LOTS)

- Can you explain why \_\_\_\_\_?
- What is the difference between \_\_\_\_\_ and \_\_\_\_\_?
- How would you rephrase \_\_\_\_\_?
- What is the main idea?
- Why did the character/person \_\_\_\_\_?
- What's happening in this illustration?
- Retell the story in your own words.
- Describe an event from start to finish.
- What is the climax of the story?
- Who are the protagonists and antagonists?
- What does \_\_\_\_\_ mean?
- What is the relationship between \_\_\_\_\_ and \_\_\_\_\_?

# Higher Order Thinking Questions List

**Wright, Robert D.**



## **Higher Order Thinking Questions List:**

**How to Assess Higher-order Thinking Skills in Your Classroom** Susan M. Brookhart, 2010 Covers how to develop and use test questions and other assessments that reveal how well students can analyze reason solve problems and think creatively , **Better Questioning for Better Learning** Benjamin Johnson, 2021-08-10 Learn how to ask deeper questions and develop better questioning habits with this important resource Author Benjamin Stewart Johnson takes you step by step through the key considerations and brain based research to keep in mind when developing questions He begins with an overview of why it s important to understand participants thought process when being asked questions He then shows how to set expectations for virtual questions and face to face questions how to plan authentic higher order questions how to scaffold and differentiate questions and how to avoid zombie questions In addition he debunks myths such as wait time and points out the best ways to help learners support their answers use questions to check for understanding and more Each section concludes by helping you create an action plan to improve your skills in a given area Appropriate for teachers instructional coaches training facilitators and specialists the book can be used independently or in schoolwide book studies to help educators of all subjects and grades improve the depth and quality of their questioning *A Teacher's Toolbox for Gifted Education* Todd Stanley, 2022-01-31 This book provides busy teachers with an adaptable toolbox of strategies for challenging gifted students that they can immediately put into practice in their classroom school or program Chapters cover everything from makerspaces and project based learning to enrichment clubs mentorships creative thinking and more Each strategy includes an overview resource guide description of how it looks in the classroom and all the information you need to put it into practice With templates charts and links to videos illustrating the tools in action *A Teacher s Toolbox for Gifted Education* is your go to guide for creative ways to support advanced learners **Performance-Based Assessment for Middle and High School Physical Education** Jacalyn Lea Lund, Mary Fortman Kirk, 2019-03-21 Performance Based Assessment for Middle and High School Physical Education is a cutting edge book that teachers trust for assessing middle school and high school physical education students Also a highly popular undergraduate text for courses that focus on performance based assessment this new third edition features significant additions enhancements and updates New chapters on effective management and instruction delivery which make it appropriate for PETE instructors using the book for secondary methods courses A new chapter on assessments with various instructional models including Sport Education Teaching Games for Understanding Cooperative Learning Personalized System of Instruction and Teaching Personal and Social Responsibility A new chapter on assessing dance with sample dance units in the web resource A new sample unit on ultimate Frisbee in the chapter on invasion games An expanded section on cognitive assessments with suggestions for writing tests Updated content on rubrics Performance Based Assessment shows readers how to use portfolios to assess fitness and it offers an example of a portfolio assessment for a high school fitness course It also guides readers in using skill

tests in physical education Written by two authors with a combined 26 years of experience teaching physical education in public schools the text discusses various assessment formats helping PETE students and in service teachers know both what to assess and how to assess it Readers learn how to develop culminating and progressive assessments as well as plan for continuous performance based assessments and acquire effective teaching strategies for standards based instruction All content is aligned with current SHAPE America national standards and is supported by research from educational assessment giants such as Tom Guskey Richard Stiggins Dylan William Robert Marzano and James Popham The book is organized into four parts with part I introducing readers to performance based assessment issues such as the need for change in the assessment process how assessments can be used to enhance learning the various assessment domains and methods and the use of rubrics in assessments Part II explores aspects of managing and implementing physical education lessons In part III readers learn about the components of performance based assessment and in part IV they delve into issues affecting grading and implementing continuous performance based assessment This groundbreaking text explains the theory behind assessment and through its numerous models shows how to apply that theory in practice The text is filled with practical examples much more so than the typical assessment book And it is supplemented by a web resource that houses forms charts and other material for instructors to use in their performance based assessments Class size skill levels and time factors can make assessments difficult but far from impossible The examples in the book are meant to be modified as needed with the ideas in the book used as starting points Teachers can use the material examples and tools in this book to create assessments that enhance student learning providing them feedback to let them know what they have accomplished and how they can work toward goals of greater competence

*Critical Thinking and Formative Assessments* Todd Stanley, Betsy Moore, 2013-09-05 Develop your students critical thinking skills and prepare them to perform competitively in the classroom on state tests and beyond In this book Moore and Stanley show you how to effectively instruct your students to think on higher levels and how to assess their progress As states implement the Common Core State Standards teachers have been called upon to provide higher levels of rigor in their classrooms Moore and Stanley demonstrate critical thinking as a key approach to accomplishing this goal They explore the benefits of critical thinking and provide the tools you need to develop and monitor critical thinking skills in the classroom Topics include The Difference Between Higher Level and Lower Level Thinking Writing Higher Level Thinking Questions Assessing Critical Thinking Strategies to Develop Higher Level Thinking Skills

**How to Design Questions and Tasks to Assess Student Thinking** Susan M. Brookhart, 2014-08-20 With new standards emphasizing higher order thinking skills students will have to demonstrate their ability to do far more than simply remember facts and procedures But what s the best way for teachers to ensure that students have such skills In this highly accessible guide author Susan M Brookhart shows how to do just that by providing specific guidelines for designing targeted questions and tasks that align with standards and assess students ability to think at higher levels Aided by dozens of

examples across grade levels and subject areas readers will learn how to Take a student perspective and view assessment questions and tasks as problems to solve Design multiple choice questions that require higher order thinking Understand the difference between open and closed questions and how to use open questions effectively Vary and control the features of performance assessment tasks including cognitive level and difficulty to target different thinking skills Manage the assessment of higher order thinking within the larger context of teaching and learning Brookhart also provides an idea bank that teachers can use to jump start their own thinking as they create assessments Timely and practical How to Design Questions and Tasks to Assess Student Thinking is essential reading for 21st century teachers who want their students to excel in the classroom and beyond Note This product listing is for the Adobe Acrobat PDF version of the book

Instructional Strategies for Middle and High School Bruce E. Larson, Timothy A. Keiper, 2013 Instructional Strategies for Middle and High School is an accessible practical and engaging methods textbook that introduces pre service teachers to various instructional strategies and helps them to decide how and when to use these methods in the classroom Classrooms are comprised of diverse learners and aspiring teachers will face complex decisions about the assessment of student learning and classroom management Veteran teacher educators Bruce Larson and Timothy Keiper offer practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy Instructional Strategies for Middle and High School equips pre service teachers with the methodological tools to promote understanding conceptual awareness and learning for every child in the classroom Features and updates to this new edition include Clear step by step descriptions and illustrative in class videos of seven instructional techniques and that pre service teachers can realistically implement within the classroom setting Increased coverage on teaching English language learners including a Making Your Lesson More Meaningful for ELLs feature now included in every instructional strategy chapter Enhancing Your Teaching With Technology feature included in every instructional strategy chapter Fresh interior design to better highlight pedagogical elements and key features all to better engage students Fully revamped and comprehensive companion website with both student and instructor materials that stress real world application of strategies classroom assessment and management **Unforgettable** W. Michael Gray, 2016-10-12 We have an uneasy relationship with the relentless deluge of information gushing out of academia and our media outlets To turn it off is escapist but to attempt to cognitively grapple with it is overwhelming In Unforgettable Enabling Deep and Durable Learning a nationally recognized master teacher gives professors and their students the means to chart a clear path through this information explosion Humans crave explanatory patterns and this book enables teachers to think deeply about their academic disciplines to find and articulate their core explanatory principles and to engage their students in a compelling way of thinking An alternative title for this book could be Why the Best College Teachers Do What They Do because the author articulates a compelling rationale that will equip faculty to create and deliver transformative courses Students in transformative courses grapple with essential questions and gain

mental muscle that equips them for real world challenges

### **Instructional Strategies for Middle and High School**

**Social Studies** Bruce E. Larson, 2016-08-10 Instructional Strategies for Middle and High School Social Studies Methods Assessment and Classroom Management is an exciting methods based text that integrates appropriate management and assessment techniques with seven distinct teaching strategies Writing explicitly for pre service social studies teachers veteran teacher educator Bruce E Larson offers detailed descriptions of a range of instructional strategies along with guidelines for deciding how and when to use each Part I offers the foundations for teaching and learning in a social studies classroom and explores contextual theoretical and policy factors that all teachers need to consider before entering the classroom Part II delivers a range of comprehensive strategies for providing instruction that is appropriate for particular lessons student abilities and classroom environments The practical strategies in Part II build upon the learning theories described in Part I positioning Instructional Strategies for Middle and High School Social Studies to be the go to all inclusive teacher s guide to the social studies classroom New to this Edition A list of goals before each chapter presents an overview of the chapter s content focus and provides an outline for the chapter review Extensively revised Part I chapters 1 4 provides an updated review of national standards developed for teaching history geography civics and economics In depth applications of the Common Core State Standards for the social studies are also explored New Reality Check feature provides directions for integrating field based experiences into the chapters and contextualizes the ideas in the book for a classroom setting Each chapter in Part II chapters 5 11 has been expanded to include a section labeled Enhancing Student Learning with Technology offering websites links and other resources for integrating recent technologies into the classroom Chapters 5 11 include a new Making Your Lesson More Meaningful for ELLs feature which provides ideas based on current research and theories about learning language for engaging ELLs specific for each instructional strategy Expanded discussion of the Understanding by Design model equips teachers to design learning experiences that promote student understanding by intentionally designing what happens in the classroom and developing authentic formative assessments of student learning

The Instructional Leader's Guide to Informal Classroom Observations Sally J. Zepeda, 2009 Like the best selling first edition this book shows elementary middle and high school principals and other instructional leaders how to Make your classroom walk throughs more productive and efficient Ensure the professional development and growth of your teachers Provide teachers with easy to digest feedback Motivate your teachers and improve student learning *Total Literacy Techniques* Pérsida Himmele, William Himmele, Keely Potter, 2014-07-15 This book provides 3rd through 12th grade teachers with more than 50 teacher tested tools and techniques for helping their students read independently and critically Authors P rsida and William Himmele and National Board Certified teacher Keely Potter present literacy as an interconnected process that involves emotions cognition and multiple opportunities for developing higher order thinking With this in mind they present tools for helping students develop academic language become avid and analytical readers engage with literature and

informational texts discuss texts and write about texts in clear and cogent ways Each chapter includes reflections from real teachers and students who share their own literary practices and journeys bringing the practices to life With a focus on engaging students as thinkers readers and writers Total Literacy Techniques provides practical and effective ways for teachers to help students develop the critical reading habits that open up new ways of understanding and contributing to their worlds P rsida Himmele and William Himmele are the authors of the best selling ASCD book Total Participation Techniques Making Every Student an Active Learner *Empowering Students Through Questioning* Mario C.

Barbiere,2022-02-09 Teachers ask 40 questions a day Do the questions empower students assess student knowledge of the subject matter or promote student metacognition Empowering Students Through Questioning A Guide for Understanding the Skills in Lesson Design and Instruction addresses the art and skill of questioning so teachers can plan more effective lessons and achieve greater student engagement and cognition Included are practice activities for teachers to use in planning questions for their lesson as well as field tested rubrics to help coach and mentor teachers in understanding how their questions address student activity The book also discusses common pitfalls of questioning what type of test is best to use to assess student knowledge activities for planning and assessing questioning types of assessments to use and the types of questions that are most effective for the specific assessment The relationship between Revised Bloom s Taxonomy teacher input and Webb s Depth of Knowledge student output is also shown so teachers can see the impact of their questioning

Primary Science: Knowledge and Understanding Graham Peacock,John Sharp,Rob Johnsey,Debbie Wright,Keira Sewell,2020-12-16 All the subject knowledge you need to teach primary science If you are training to be a primary school teacher you need to understand what you need to know about primary science before you can teach it To help you build your subject knowledge this comprehensive text includes subject knowledge from each part of the primary science curriculum and comes with a wide range of resources so you can test you knowledge as you progress through the course an online science subject knowledge audit with the ability to share results end of chapter self assessment questions Interactive tasks a science subject knowledge checklist useful weblinks for primary science teaching Recommended further reading This new edition comes with a new chapter on science in curriculum Using the National Gifted Education Standards for Teacher

Preparation National Assoc For Gifted Children,NAGC,Joyce VanTassel-Baska,Ann Robinson,2021-09-23 Standards have benefits particular to the field of gifted education In order to ensure equity and systematic talent search and programming it is essential that current and future teachers are educated in the relevant theory research pedagogy and management techniques important for developing and sustaining classroom based opportunities specifically designed for gifted learners By incorporating the 2013 NAGC CEC Teacher Preparation Standards in Gifted and Talented Education this guidebook helps university faculty at the undergraduate and graduate levels design or revise gifted education programs and partner with other educators in developing gifted education teachers *Challenging Learning Through Questioning* Martin

Renton,2020-05-04 Better questioning for better learning Questioning is a process that sparks discussion and encourages deeper thinking Effective questioning builds on students natural curiosity moving them out of their comfort zone and into the learning zone in a purposeful accessible way It also models the process of good thinking and fosters a culture of high expectations Like any skill questioning takes practice With this insightful guide you ll reframe your thinking and fine tune the three essential questioning skills know your intent plan your responses and stay purposefully silent to elicit noticeably improved responses from students Features include Questioning sequences that work in any discipline Techniques for deepening learning through questioning Organizational strategies for pair small group and whole class dialogues Best practices for balancing questioning thinking tools and strategic silences Exercises activities and review and reflection sections High quality questioning supports a culture in which students are not only challenged but expect to be challenged and where they flourish intellectually Through your questioning you ll give them the tools they need to become thoughtful confident and independent learners      **The Reading Teacher's Book of Lists** Jacqueline E. Kress,Edward B.

Fry,2015-09-28 The essential handbook for reading teachers now aligned with the Common Core The Reading Teacher s Book of Lists is the definitive instructional resource for anyone who teaches reading or works in a K 12 English language arts related field Newly revised and ready for instant application this top seller provides up to date reading writing and language content in more than 240 lists for developing targeted instruction plus section briefs linking content to research based teaching practices This new sixth edition includes a guide that maps the lists to specific Common Core standards for easy lesson planning and features fifty brand new lists on academic and domain specific vocabulary foundation skills rhyming words second language development context clues and more This edition also includes an expanded writing section that covers registers signal and transition words and writers craft Brimming with practical examples key words teaching ideas and activities that can be used as is or adapted to students needs these lists are ready to differentiate instruction for an individual student small group or planning multilevel instruction for your whole class Reading is the center of all school curricula due to recent state and federal initiatives including rigorous standards and new assessments This book allows to you skip years of curating content and dive right into the classroom armed with smart relevant and effective plans Develop focused learning materials quickly and easily Create unit specific Common Core aligned lesson plans Link classroom practice to key research in reading language arts and learning Adapt ready made ideas to any classroom or level It s more important than ever for students to have access to quality literacy instruction Timely up to date and distinctively smart The Reading Teacher s Book of Lists should be on every English language arts teacher s desk librarian s shelf literacy coach s resource list and reading professor s radar      **Motivation and Learning Strategies for College Success** Helena Seli,Myron H.

Dembo,2016-06-21 Combining theory research and applications this popular text guides college students on how to become self regulated learners Students gain knowledge about human motivation and learning as they improve their study skills The



focus is on relevant information and features to help students to identify the components of academic learning that contribute to high achievement to master and practice effective learning and study strategies and then to complete self regulation studies that teach a process for improving their academic behavior A framework organized around motivation methods of learning time management control of the physical and social environment and monitoring performance makes it easy for students to recognize what they need to do to become academically more successful Pedagogical features include Exercises Follow Up Activities Student Reflections Chapter end Reviews Key Points and a Glossary New in the Fifth Edition Discussion of the importance of sleep in learning and memory Revised and updated chapter on self regulation of emotions Current research on impact of students use of technology including digital learning platforms and tools social media and online learning Updated Companion Website resources for students and instructors

**Student-Teacher Interaction in Online Learning Environments** Wright, Robert D.,2014-09-30 As face to face interaction between student and instructor is not present in online learning environments it is increasingly important to understand how to establish and maintain social presence in online learning Student Teacher Interaction in Online Learning Environments provides successful strategies and procedures for developing policies to bring about an awareness of the practices that enhance online learning This reference book provides building blocks to help improve the outcome of online coursework and discusses social presence to help improve performance interaction and a sense of community for all participants in an online arena This book is of essential use to online educators administrators researchers and students

**Questioning Strategies for Teaching the Gifted** Elizabeth Shaunessy,2005 In order to stimulate creative development among gifted students the use of questioning techniques has proven to be a successful strategy for encouraging purposeful inquiry Students need to learn to generate alternatives to solving real world problems and teachers can help them do this by regularly incorporating divergent questions in the classroom Teachers can incorporate questions effectively by knowing the various purposes types and intended outcomes and by establishing a classroom climate that promotes active engagement exploration and inquiry to further student achievement Learn to generate classroom or small group discussions that challenge students to think critically and creatively Elizabeth Shaunessy offers classroom tested strategies for developing questions and activities that challenge students to think in new ways Create a mutually respectful classroom climate and design appropriate questions to elicit higher level thinking from your students This is one of the books in Prufrock Press popular Practical Strategies Series in Gifted Education This series offers a unique collection of tightly focused books that provide a concise practical introduction to important topics concerning the education of gifted children The guides offer a perfect beginner s introduction to key information about gifted and talented education Educational Resource

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