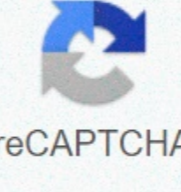


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## Levels of questioning pdf

Level 1 — Knowledge exposes the memory of materials previously learned by recalling facts, terms, basic concepts and responses. Keywords who what when the omit choose find how the label definition shows the spell list match the names they refer say remember select sample questions What is it ...? Who was...? E...? Where's...? happened \_\_\_\_\_? When did \_\_\_\_\_ happen? Why did he...? When did he...? would you look...? Who was the main...? Which one of the...? would you describe...? Do you remember...? Can you select...? Can you list the three...? Level 2 — Understanding Demonstrate understanding facts and ideas by organizing, comparing, translating, interpreting, providing descriptions and mentioning the main ideas. Keywords compare contrast demonstrate interpret explain extend illustrate outline refers to reformula translate summarize show classify sample questions What is the main idea of ...? What facts or ideas do...? Can you explain to me what's going on...? What does \_\_\_\_\_ mean? would you classify the type of...? Did you compare...? Did you contrast...? Put in your own words... Did you reformulate the meaning...? What statements do They support...? What can you say about...? What's the best answer? would you summarize...? Level 3 — Application Solves problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way. Keywords apply build build build build interview make use of organize plan select solve use model identify experiment Examples Of Questions you use...? What examples can you find to...? What would happen if...? What pieces would you choose to change...? you solve \_\_\_\_\_ using what you have learned? would you organize \_\_\_\_\_ to show...? would you show your understanding about...? What approach would you use to...? Did you apply what you learned to...? What other way would you have to...? What facts would you choose to show...? What questions would you ask in an interview with...? Level 4 — Analysis Examine and break information into parts by identifying reasons or causes. Make inferences and find evidence to support generalizations. Keywords analysis classify classify compare contrast discover discea divide examine inspect simplify survey to take part in the test to distinguish the list of distinction theme relationships reason inference guess conclusion Sample Questions Why do you think ...? What are the parts or features...? is \_\_\_\_\_ related to...? What reason is there...? Can you list the pieces...? What deduction can you make...? What conclusions can you draw...? would you classify...? would you classify...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...? Level 5 — Compile information together in a by combining the elements in a new model or by proposing alternative solutions. Keywords build choose combine combine compile build create design develop estimate create invent make up come come plan predicts solve solution supposedly change original adapt accomplish maximize delete theoretization elaborate test happen change sample Questions What change would you make to solve ...? would you improve...? What would happen if...? Can you elaborate on why...? Can you propose an alternative...? Can you invent...? would you adapt \_\_\_\_\_ to create another...? would you change or change the plot...? What could be done to minimize or maximize...? How would you design...? What could be combined to improve ...? Suppose you could \_\_\_\_\_, What would you do...? did you test...? Can you formulate a theory for...? Can you think of an original way to...? Can you predict the outcome if...? Level 6 — EvaluationA Presents and defends opinions by making decisions about information, the validity of ideas or the quality of work based on a set of criteria. Key Words of award choose conclude criticism defend defend determine dispute assess judge justify measure compare mark rate recommend rule on select evaluate priority opinion interpret explain support criteria of importance prove disprove assess influence perceive value deduct sample Questions You agree with actions ...? Why or why not? What do you think of...? Who would you prove or disprove...? What's the value...? Would it be better if...? Why did he choose the character...? What would you recommend...? would you evaluate...? What would you quote to defend the actions...? would you evaluate...? What choice would you have made...? What would you select...? Would you prioritize...? What judgment would you take about...? would you justify...? Why is it better...? Another model for creating effective self-study questions divides questions into four levels. Levels move from more surface/factual questions to deeper, more analytical questions. To make sure that your self-study questions probe deep enough into the course content to prepare for university-level tests and exams, you'll want to include questions from each level in your review. Image credit: Rawia Inaim Level 1. Summarizing / Definitions / Questions actually These questions give you the vocabulary and scope of the topic. What's the definition...? Who did...? When he did... Appear? How much/how many...? What is an example of...? Level 2. Analysis/Interpretation Questions Here, look for context and impact, supported by evidence. A... Appear? Why... Appear? What are the reasons for...? What kind of...? ... Functions? Is the process taking place? What are my own examples of...? What are the causes ... to show up? What results? What's the relationship between... And...? E... similar to /different from ...? ... affects or applies to...? What's he doing... Confidential: I. Means? What conclusions can be drawn from... Information? What is (are) the problem(s), conflicts, problems? What are the possible solutions to these problems, conflicts, problems? What is an author's main argument or thesis? develop this argument? What evidence, evidence, support is provided? What are other theories, arguments from other authors? Level three. Hypotheses/Prediction Questions These questions help you develop the hypothesis and look at the possible results. If... appears, then what would happen? If... changed, then what would change? What does x theory predict will happen? What hypothesis or theory explains this data or the information given? Level four. Critical Analysis/Evaluation/Question of Opinion Use these questions to analyze the difference, and make choices on the topic in context and with supporting evidence. Is... Good/bad? Why is that? Right or wrong? Why is that? Efficient or inefficient? Why is that? Relevant or irrelevant? Why is that? Logical or illogical? Why is that? Applicable or not? Why is that? Proven or not proven? Why is that? Ethical or unethical? Why is that? What are the advantages or disadvantages...? Why is that? What is the best solution to the problem, conflict, problem? Why is he the best? What should or shouldn't happen? Why is that? Do I agree or not? Why is that? What's my opinion? What is my support for my opinion? can you use these questions? Take any concept or statement, put one of these key questions in front of her, ask a question mark at the end, and you have your question! Now go and look for an answer. Remember that these questions at these levels may already be at the end of the chapters or in the study guide or learning goals. So survey the chapter, find and use them if they are relevant to your learning. The Question Levels strategy helps students understand and interpret a text, asking them to answer three types of questions about it: factual, inferential, and universal. This scaffolding approach gives students the opportunity to master the basic ideas of a text so that they can apply this understanding and evidence to conversations about deeper abstract concepts or complex historical events. Because you can focus students' attention on the level of questions best suited to their reading ability, this strategy can meet the needs of different students. You can also use the Question Levels strategy to prepare students for a discussion or activity in the classroom or as a rating tool. Preparing questions This strategy can be used with any type of text – historical documents, literature, articles newspapers, films, works of art, photographs, etc. Prepare questions that students will answer. We suggest that you write two to three questions for each of the following categories: Factual questions explicitly answered by the facts contained in the text. Inferential questions (level two) can be answered by analysing and interpreting certain parts of the text. Universal questions (level three) are open questions that are raised by the ideas in the text. They are meant to provoke a discussion about an idea or an abstract problem. The following are example questions related to the story of Those Not at Sandra Cisneros's House on Mango Street: Factual: According to Esperanza (the narrator of the play), those who do not know better define the identities of people in her neighborhood? Is this different from Esperanza's ideas about the people in her neighborhood? Inferential: Who are those who don't know better? What does the line mean That's how it goes and goes? Universal: What are stereotypes? Why do people form stereotypes about others? When are stereotypes harmful? What prevents people from forming harmful stereotypes of others? Students practice active reading Ask students to follow or read the text in silence or aloud. As they read (or watch), ask students to emphasize or record key words and phrases. Students answer questions Students can answer questions individually or in small groups. Review and discuss review answers to level one and tier two questions to make sure everyone understands the text. As you get over level two questions, encourage students to share different interpretations of the text and use evidence to explain their answers. Universal questions make effective requests for a larger class discussion. Student-generated questions: After using this strategy several times, ask students to generate their own questions in each of the categories. In small groups, they can write questions. Groups can then exchange questions and answer them as a way to assess their understanding of the text. For heterogeneous classes: You can have readers struggle focus on level one questions, average readers focus on level one and level-two questions, and advanced readers to be responsible for addressing all three levels of questions. As a student's reading ability improves, they may be asked to address the next level of questions. Questions.