

HIGHER ORDER THINKING QUESTION STEMS

REMEMBER (Level 1): Recognizing and recalling

- ☐ Describe what happens when_____.
- ☐ How is (are) _____?
- ☐ How would you define_____?
- ☐ How would you identify_____?
- ☐ How would you outline_____?
- ☐ How would you recognize_____?
- ☐ List the _____ in order.
- ☐ What do you remember about_____?
- ☐ What is (are) _____?
- ☐ What would you choose_____?
- ☐ When did _____?
- ☐ Where is (are) _____?
- ☐ Which one_____?
- ☐ Who was (were) _____?
- ☐ Why did _____?

UNDERSTAND (Level 2): Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining

- ☐ Elaborate on_____.
- ☐ How can you describe_____?
- ☐ How would you clarify the meaning _____?
- ☐ How would you compare/contrast_____?
- ☐ How would you differentiate between_____ and _____?
- ☐ How would you express_____?
- ☐ How would you generalize_____?
- ☐ How would you identify_____?
- ☐ What can you infer from_____?
- ☐ What can you say about_____?
- ☐ What did you observe_____?
- ☐ What is the main idea of _____?
- ☐ What would happen if _____?
- ☐ Will you restate_____?

APPLY (Level 3): Executing and implementing

- ☐ How would you develop_____?
- ☐ How would you after _____ to
_____?
- ☐ How would you
change_____?
- ☐ How would you modify_____?
- ☐ How would you demonstrate_____?
- ☐ How would you develop_____ to present
_____?
- ☐ How would you present _____?
- ☐ How would you solve_____?
- ☐ What actions would you take to
perform_____?
- ☐ What examples can you find that
_____?
- ☐ What other way would you choose to
_____?
- ☐ What would the result be if
_____?
- ☐ Why does _____ work?

ANALYZE (Level 4): Differentiating, organizing, attributing

- ☐ Discuss the pros and cons of _____.
- ☐ How can you classify _____ according to _____?
- ☐ How can you compare the different parts of _____?
- ☐ How can you sort the parts of _____?
- ☐ How is _____ connected to _____?
- ☐ How would you explain _____?
- ☐ What are the advantages and disadvantages of _____?
- ☐ What can you infer about _____?
- ☐ What can you point out about _____?
- ☐ What evidence in the text can you find that _____?
- ☐ What explanation do you have for _____?
- ☐ What ideas support/validate _____?
- ☐ What is the problem with _____?
- ☐ What is your analysis of _____?
- ☐ Why do you think _____?

EVALUATE (Level 5): Checking and critiquing

- ☐ Create a poem/riddle/song that explains_____?
- ☐ Devise a way to_____?
- ☐ How would you compile the facts for_____?
- ☐ How would you elaborate on the reason_____?
- ☐ How would you generate a plan to_____?
- ☐ How would you improve_____?
- ☐ How would you portray_____?
- ☐ Predict the outcome if _____?
- ☐ What alternative would you suggest for_____?
- ☐ What changes would you make to revise_____?
- ☐ What could you invent_____?
- ☐ What facts can you gather_____?
- ☐ What would happen if _____?

CREATE (Level 6): Generating, planning, producing

- ☐ Determine the value of _____.
- ☐ How could you verify_____?
- ☐ How would you determine which facts_____?
- ☐ How would you grade_____?
- ☐ Rank the importance of _____.
- ☐ Rate the _____. Explain your rating.
- ☐ What choice would you have made_____? Explain your reasoning.
- ☐ What criteria would you use to assess_____?

- ☐ What data was used to evaluate_____?
- ☐ What information would you use to
prioritize_____?
- ☐ What is the most important_____? Why?
- ☐ What is your favorite_____? Why?
- ☐ What would you suggest_____?
- ☐ What is your opinion of _____? Support your response.