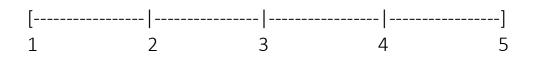
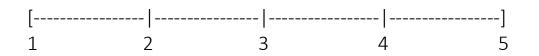
HOW DOES YOUR QUESTIONING BEHAVIOR RATE?

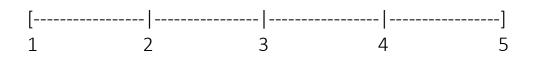
1. How often do you challenge students by asking questions that arouse their curiosity or makes them want to know more?



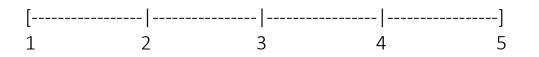
2. Do your questions encourage students to listen to each other's responses, opinions?



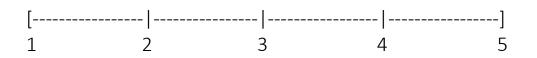
3. Do your questions promote self-evaluation by your students?

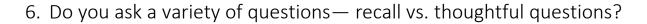


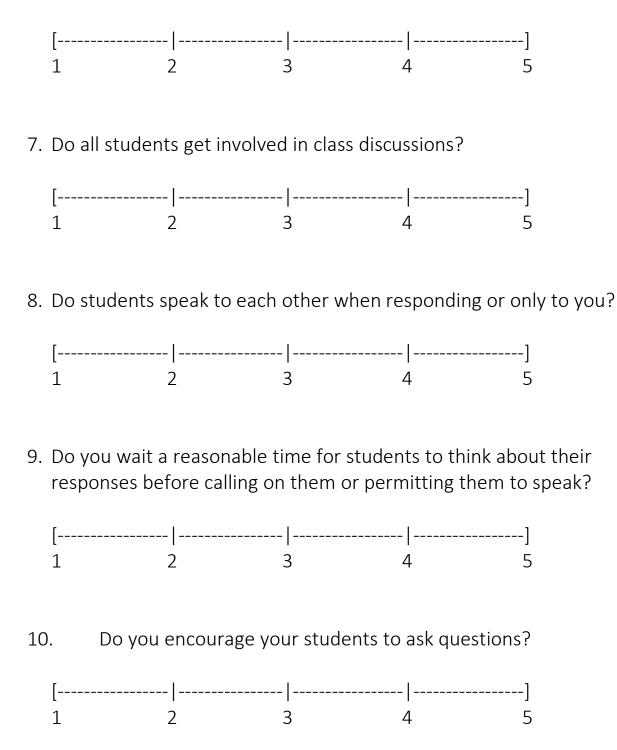
4. Do you preplan key questions you want to ask during the lesson?



5. Do your questions call for students to think for themselves?







Remembering	choose, define, find, how, identify, label, list, locate, name, omit, recall, recognize, select, show, spell, tell, what, when, where, which, who, why					
Understanding	add, compare, describe, distinguish, explain, express, extend, illustrate, outline, paraphrase, relate, rephrase, summarize, translate, understand					
Applying	answer, apply, build, choose, conduct, construct, demonstrate, develop, experiment with, illustrate, interview, make use of, model, organize, plan, present, produce, respond, solve					
Analyzing	analyze, assumption, categorize, classify, compare and contrast, conclusion, deduce, discover, dissect, distinguish, edit, examine, explain, function, infer, inspect, motive, reason, test for, validate					
Creating	build, change, combine, compile, compose, construct, create, design, develop, discuss, estimate, formulate, hypothesize, imagine, integrate, invent, make up, modify, originate, organize, plan, predict, propose, rearrange, revise, suppose, theorize					
Evaluating	appraise, assess, award, conclude, criticize, debate, defend, determine, disprove, evaluate, give opinion, interpret, justify, judge, influence, prioritize, prove, recommend, support, verify					

Remember	Understand	Apply
Who?	What does this mean?	Predict what would happen if
Where?	Which are the facts?	Choose the best statements that
Which one?	State in your own words.	apply.
What?	Is this the same as?	Judge the effects of
How?	Give an example.	What would result?
Why?	Select the best definition.	Tell what would happen if
How much?	Condense this paragraph.	Tell how, when, where, why.
How many? When?	What would happen if? Explain why	Tell how much change there would be if
	What expectations are there?	Identify the results of
What does it mean?	Read the graph (table).	Write in your own words
What happened after?	What are they saying?	How would you explain?
What is the best one?	This represents	Write a brief outline
Can you name all the?	What seems to be? Is it valid that?	What do you think could have happened next?
Who spoke to?	What seems likely?	Who do you think?
Which is true or false?	Show in a graph, table.	What was the main idea?
	Which statements support?	Clarify why
	What restrictions would you	Illustrate the
	add? Outline	Does everyone act in the way that does?
	What could have happened next?	Draw a story map. Explain why a character acted in
	Can you clarify?	the way that he did.
	Can you illustrate ? Does everyone think in the way	Do you know of another instance where?
	that does?	Can you group by characteristics such as?
		Which factors would you change in ?

Sample Question Stems Based on Revised Bloom's Taxonomy

Analyze	Evaluate	Create
What is the function of? What's fact? Opinion?	What fallacies, consistencies, inconsistencies appear?	Can you design a to
What assumptions?	Which is more important,	Can you see a possible
What statement is relevant?	moral, better, logical, valid,	solution to?
What motive is there?	appropriate?	If you had access to all
What conclusions?	Find the errors.	resources, how would
What does the author believe?	Is there a better solution to	you deal with?
What does the author assume?	?	Why don't you devise
State the point of view of	Judge the value of	your own way to?
What ideas apply?	What do you think about?	What would happen if?
What ideas justify the conclusion?	Can you defend your position	How many ways can you
What's the relationship between?	about?	?
The least essential statements are	Do you think is a good or bad thing?	Can you create new and unusual uses for?
What's the main idea? Theme?	How would you have handled	Can you develop a
What literary form is used?	?	proposal which would
What persuasive technique is used?	What changes to would	?
Determine the point of view, bias,	you recommend?	How would you test?
values, or intent underlying	Do you believe?	Propose an alternative.
presented material.	How would you feel if?	How else would you?
Which events could not have	How effective are?	State a rule.
happened?	What are the consequences of	
If happened, what might the	?	
ending have been?	What influence will have	
How is similar to?	on our lives?	
What do you see as other possible outcomes?	What are the pros and cons of?	
Why did changes occur?	Why is of value?	
Can you explain what must have happened when?	What are the alternatives? Who will gain and who will	
What were some of the motives behind?	lose?	
What was the turning point?		
What are some of the problems of		

Analyzing ELA

- 1. What is the theme of the book?
- 2. What persuasive technique was used?
- 3. Which events could not have happened?
- 4. How is ______ similar to _____?
- 5. If ______ happened, what might the ending have been?
- 6. Can you explain what must have happened when...
- 7. What is the motive there?
- 8. What was the turning point in the story?
- 9. What does the author assume?
- 10. Diagram the plot of the story.

Evaluation ELA

- 1. Compare two characters in the selection....which was a better person...why?
- 2. Which character would you most like to spend the day with?
- 3. Do you agree with the actions of.....?
- 4. Why was it better that....?
- 5. What choice would you have made about....?
- 6. How could you convince someone to read this book?
- 7. Did the author do a good job of setting tone?
- 8. How would you have handled events?
- 9. Would it have been better if the author did _____?
- 10. How would you defend the actions of this character?

Creating ELA

- 1. How could you change the plot....?
- 2. Suppose you could _____, what would you do.....?
- 3. How would you rewrite the section from _____'s point of view.....?
- 4. How would you rewrite the ending of the story?
- 5. Predict what might have happened if events in the book had been different.
- 6. How would you portray...
- 7. Develop a script for...
- 8. Role-play a scenario about...
- 9. Restructure the roles of the main characters.
- 10. Draw a picture about the story.

Analyzing Math/Science

- 1. If the pattern continues...
- 2. What is missing from the problem?
- 3. What is the best estimate for...
- 4. Can you identify the different parts?
- 5. What is the function of...
- 6. What idea validates...
- 7. What is the problem with...
- 8. How can you classify _____ according to _____
- 9. Discuss the pros and cons of...
- 10. How can you sort the parts...

Evaluating Math/Science

- 1. What data was used to make the conclusion....?
- 2. Judge the value of...
- 3. What criteria would you use to assess...
- 4. What fallacies, consistencies, inconsistencies appear?
- 5. Is there a better solution to...
- 6. Which most accurately...
- 7. What are the chances of...
- 8. Which statement is sufficient to prove...
- 9. Develop a proof _____ and justify each step...
- 10. Hypothesize what the outcome will be.

Creating Math/Science

- 1. What ideas could you add to ...
- 2. What solutions would you suggest for...
- 3. Can you see a possible solution to...
- 4. Can you create new and unusual uses for...
- 5. Can you formulate a theory for...
- 6. How would you test...
- 7. Can you construct a model that would change...
- 8. Devise a way to ...
- 9. How would you improve...
- 10. How would you compile the facts for...

Self-Editing of Assessments

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