

**Table 9.4. Sample Questions**

<b>Purpose of Questions</b>	<b>Example</b>
<b>Assessing Learning</b>	
Assess Current Knowledge and Skills	"Why do some objects float in water and others sink?"
Check for Understanding	"Can you tell me in your own words how photosynthesis works?"
Pinpoint Confusions	"What did you do after you entered the data?"
Surface Misconceptions	"Why do you think we have winter and summer?"
Invite Self-Assessment	"Which ones do you know well, and which ones do you need to practice tomorrow?"
Make Instructional Decisions	"Do we need more time on this?"
<b>Instructing</b>	
Frame Big Ideas	"What makes humans human?"
Extend Thinking	"Is this similar or different from the situation in Palestine?"
Deepen Thinking	"Go inside that now and tell me why that position might have made sense from his point of view."
Foreshadow	"Based on what we've explored today, why do you think the colonists decided to stay?"
Promote Transfer	"So how could you use this information about evaporation in your everyday practical life?"
Invite Summarizing	"What do you think were the most important points made in the discussion so far?"
<b>Managing the Learning Environment</b>	
Boost Confidence	"How would you do it, Tim?" [Tim is not confident of his math ability, but Mrs. Johnson has heard him propose a novel solution in his group. She wants him to present it to the class, knowing it will be appreciated by them and be a validating experience for Tim.]
Control Behavior	"How would you do it, Tim?" [Tim is starting to distract Millie, and Mrs. Johnson moves toward them while asking a question to get him engaged.]
Maintain Attention	"How would you do it, Tim?" [Tim's attention is wandering and Mrs. Johnson startles him back into focus.]
<b>Promoting Cognitive and Emotional Engagement</b>	
Motivate Students	"What product do you most want to design an ad program for?"
Stimulate Curiosity	"What do you know about voting and elections in this country?"
Promote Active Reflection and Integration	"What are three things you've learned, two questions you have, and one thing you don't understand yet?"
Connection to Students' Own Questions About Deeper Meaning	"What do you think the most important things are about having a family?"
Connect to Student Experience	"In 'Stone Soup,' does the villagers' reaction to the soldiers remind you of anything you've experienced in the neighborhood?" "What do you think the crime movie <i>The Negotiator</i> might have to do with international affairs?"

**Table 9.5. Thinking Skills Model Categories**

<i>Category</i>	<i>Examples of Trigger Questions</i>	<i>Key Words</i>
Knowledge	Define the word _____. What is a _____? Label the following _____. Identify the _____ in this _____. Who did _____?	Define, repeat, identify, what, label, when, list, who, name
Organizing	Compare the _____ before and after _____. Contrast the _____ to the _____. Differentiate between _____ and _____. Classify _____ by _____. Order _____ by _____.	Compare, differentiate, contrast, order, classify, distinguish, relate
Applying	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant? Predict what would happen if _____. Explain. Choose the best statements that apply to _____. Identify the results of _____. Tell how much change there would be when _____.	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, dramatize, sketch
Analyzing	What are the basic elements (ingredients) in a _____? What is/are the functions(s) of _____? Inventory the parts of _____. Categorize the _____ of _____. Sort the _____. What is the order of steps in _____?	Subdivide, categorize, break down, sort, separate
Generating	Hypothesize what will happen if _____. Predict what would be true if _____. Conclude what the result will be if _____. What if _____ had happened instead of _____?	Deduce, anticipate, predict what if, infer, apply, speculate, conclude
Integrating	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____? What might happen if you combined _____? What solutions would you suggest for _____?	Combine, integrate, modify, create, design, invent, compose, theorize, develop, devise, originate, revise, synthesize, conceive, project, hypothesize
Evaluating	What you would do if _____ happened? Why? Judge what would be the best way to solve the problem of _____. Why did you select that solution?	Evaluate, argue, judge, recommend, assess, debate, appraise, critique, defend Evaluate whether you would _____ or _____. Why?

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