

Three-Story House (Costa's Levels of Thinking)

To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented, which in turn prepares them for the inquiry that occurs in tutorials. Students need to be familiar with Costa's (and/or Bloom's) Levels of Thinking to assist them in formulating and identifying higher levels of questions.

Directions: Read the poem below and review the "Three-House Story" on the next page. Both set the stage for Costa's Levels of Thinking.

One- Two- Three-Story Intellect Poem

There are one-story intellects, two-story intellects, and three-story intellects with skylights.

> All fact collectors who have no aim beyond their facts are one-story people.

Two-story people compare, reason, generalize, using the labor of fact collectors as their own.

Three-story people idealize, imagine, predict—their best illumination comes through the skylight.

Adapted from a quotation by Oliver Wendell Holmes



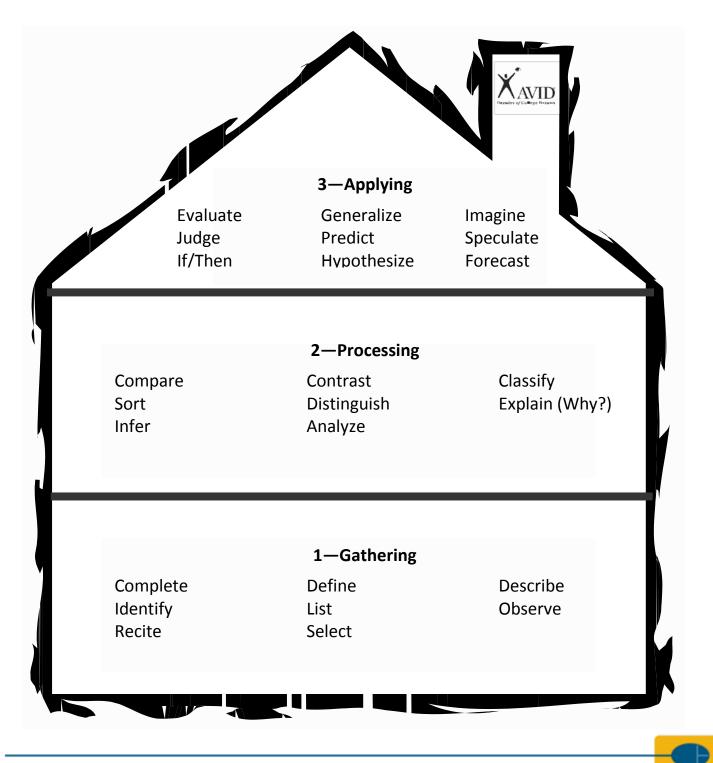


The Three-Story House

Level 1 (the lowest level) requires one to gather information.

Level 2 (the middle level) requires one to process the information.

Level 3 (the highest level) requires one to apply the information.





Vocabulary: Costa's Levels of Thinking

RememberDefine Repeat NameList State DescribeRecall Memorize LabelMatch Identify RecordShow UnderstandingGive examples Restate Discuss ExpressRewrite Recognize Explain ReportRewrite Recognize LocateReview Extend Summarize ParaphraseTell Extend Summarize GeneralizeLEVEL 2 Use UnderstandingDramatize Practice Operate Operate Distinguish Contrast DivideUse Schedule Pretate CategorizeTranslate Change Pretend Discover SolveInterpret Prepare Demonstrate InferExamineDiagram Distinguish Contrast DivideQuestion Dutline DebateAnalyze Separate Print outCriticize Experiment Break down DiscriminateEVEVEL 3 DecideCompose ConstructDraw CongnizePlan Separate DiviseConclude Separate DiviseLEVEL 3 DecideJudge Yalue Yalue Value Value Value Value Value NerveiteRate Choose Separate DeviseConclude SupmarizeSupportive EvidenceProve your answer. Support your answer.Give reasons for your answer.Explain your answer.Why do you feel that way?	LEVEL 1				
NameDescribeLabelRecordShow UnderstandingGive examples Restate Discuss ExpressRewrite Recognize Explain ReportReview Find ParaphraseTell Extend Summarize GeneralizeLEVEL 2 Use UnderstandingDramatize Practice Operate MplyUse Compute Schedule Relate DiscoverTranslate Change Pretend Discover Infer Discover InferInterpret Prepare Demonstrate InferExamineDiagram Distinguish Compare Contrast DivideQuestion Outline DebateAnalyze Select Select Point outCriticize Experiment Break down DiscriminateCreateCompose Design Propose Combine ComstructDraw OrganizePlan DeviseConclude Suppose SelectLEVEL 3 DecideJudge Yalue Predict EvaluateJustify DecideAssess Select SelectConclude SupmorizeLEVEL 3 DecideJudge Predict EvaluateRate DecideChoose Select SelectConclude SummarizeSupportive EvidenceProve your answer. Support yourGive reasons for your answer.Explain your answer.Why do you feel that way?	Remember	Define	List	Recall	Match
Show UnderstandingGive examples Restate Discuss ExpressRewrite Recognize Explain ReportReview Locate Find ParaphraseTell Extend Summarize GeneralizeLEVEL 2 Use UnderstandingDramatize Practice Operate Imply ApplyUse Compute Schedule Relate IllustrateTranslate Change Pretend Discover SolveInterpret Prepare Demonstrate InferExamineDiagram Distinguish Contrast DivideQuestion Inventory Outline DebateAnalyze Select Point outCriticize Experiment Break down DiscriminateCreateCompose Design Propose Combine ConstructDraw Compare Compile Propose Suppose RevisePlan Notice DeviseConclude Suppose Select SelectConclude Suppose Suppose Select DeviseConclude SummarizeLEVEL 3 DecideJudge Prepare DecideRate Select Select DeviseConclude SupmarizeConclude SupmarizeSupportive EvidenceJudge Prove your answer.Give reasons for your answer.Explain your answer.Why do you feel that way?		Repeat			•
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		Support your	your answer.	answer.	that way?
		answer.		Why or why not?	



Bloom's Taxonomy

Bloom's Taxonomy categorizes the types of thinking students do into seven categories. Evaluation and synthesis are the most complex types of thinking and questioning, and knowledge and comprehension questions and thinking are the most basic forms.

Evaluation—Judging Based on Criteria					
Assess	Test	Select	Support		
Decide	Measure	Judge	Conclude		
Rank	Recommend	Explain	Compare		
Grade	Convince	Discriminate	Summarize		
Sv	nthesis —Using Parts of Ne	w Information to Create W	hole		
Combine	Substitute	Invent	Prepare		
Integrate	Plan	What if?	Generalize		
Modify	Create	Compose	Rewrite		
Rearrange	Design	Formulate			
	2 00.0				
	Analysis—Seeing Pa	arts and Relationships			
Analyze	Explain	Arrange	Select		
Separate	Connect	Divide	Explain		
Order	Classify	Compare	Infer		
	Comprehension—U	nderstanding Meaning			
Summarize	Associate	Contrast	Discuss		
Describe	Distinguish	Predict	Extend		
Interpret	Estimate	Differentiate			
	•	ecalling Information			
List	Identify	Examine	Who		
Define	Show	Tabulate	When		
Tell	Label	Quote	Where		
Describe	Collect	Name			



Content-Specific Questions Costa's Levels of Thinking: Math

LEVEL 1	•
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What information is given?

What are you being asked to find?

What formula would you use in this problem?

What does _____ mean?

What is the formula for ...?

List the... Name the...

Where did ...?

What is...?

When did...?

Explain the concept of...

Give me an example of...

Describe in your own words what _____ means.

What mathematical concepts does this problem connect to?

Draw a diagram of...

Illustrate how works.

LEVEL 2

What additional information is needed to solve this problem?

Can you see other relationships that will help you find this information?

How can you put your data in graphic form?

What occurs when ...?

Does it make sense to ...?

Compare and contrast ______to ______.

What was important about ...?

What prior research/formulas support your conclusions?

How else could you account for...?

Explain how you calculate...

What equation can you write to solve the word problem?

LEVEL 3

Predict what will happen to ______ as ______ is changed.

Using a math principle, how can we find...?

Describe the events that might occur if...

Design a scenario for...

Pretend you are...

What would the world be like if...?

How can you tell if your answer is reasonable?

What would happen to _____ if _____ (variable) were increased/decreased?

How would repeated trials affect your data?

What significance is this formula to the subject you're learning?

What type of evidence is most compelling to you?



Costa's Levels of Thinking: Science

LEVEL 1	LEVEL 2	LEVEL 3
LEVEL 1 What information is given? What are you being asked to find? What formula would you use in this problem? What does mean? What does mean? What is the formula for? List the Name the Where did? When did? Describe in your own words what means. What science concepts does this problem connect	What additional information is needed to solve this problem?Can you see other relationships that will help you find this information?How can you put your data in graphic form?How would you change your procedures to get better results?What method would you use to?Compare and contrast 	LEVEL 3Design a lab to showPredict what will happen toasischanged.Using a science principle, how can we find?Describe the events that might occur ifDesign a scenario forPretend you areWhat would the world be like if?What would happen to if (variable) were increased/decreased?How would repeated trials affect your data?
-	 What were some sources of variability? How do your conclusions support your hypothesis? What prior research/ formulas support your conclusions? How else could you account for? Explain the concept of Give me an example of 	



Costa's Levels of Thinking: English

	LEVEL 2	LEVEL 3
What information is given? Locate in the story where When did the event take place? Point to the List the Name the Where did? What is? Who was/were? Illustrate the part of the story that Make a map of What is the origin of the word? What events led to?	What would happen to you if? Would you have done the same thing as? What occurs when? Compare and contrast to	 Design a to show Predict what will happen to as is changed. Write a new ending to the story (event) Describe the events that might occur if Add something new on your own that was not in the story Pretend you are What would the world be like if? Pretend you are a character in the story. Rewrite the episode from your point of view. What do you think will happen to? Why? What is most compelling to you in this? Why? Could this story have really happened? Why or why not? If you were there, would you? How would you solve this problem in your life?





Costa's Levels of Thinking: Social Studies

LEVEL 1	LEVEL 2	LEVEL 3
What information is given?	What would happen to you if?	Design a to show
What are you being asked to find?	Can you see other relationships that will help you find this information?	Predict what will happen to asis changed.
When did the event take place?	Would you have done the same thing as?	What would it be like to live?
Point to the	What occurs when?	Write a new ending to the
List the	If you were there, would you?	event.
Name the	How would you solve this	Describe the events that might occur if?
Where did?	problem in your life?	Pretend you are
What is?	Compare and contrastto	What would the world be like
Who was/were?	What other ways could	if?
Make a map of	be interpreted? What things would you have	How can you tell if your analysis is reasonable?
	used to?	What do you think will
	What is the main idea in this piece (event)?	happen to? Why?
	What information supports your explanation?	What significance is this event in the global perspective?
	What was the message in this event?	What is most compelling to you in this? Why?
	Explain the concept of	Do you feel is
	Give me an example of	ethical? Why or why not?
	Describe in your own words what means.	





Bloom's Taxonomy: Science and Math

1. KNOWLEDGE—recalling information

What information is given?

What are you being asked to find?

What formula would you use in this problem?

What does _____ mean?

What is the formula for ...?

List the...

Name the...

Where did ...?

What is...?

Who was/were ...?

When did...?

4. ANALYSIS—ability to see parts and relationships

Compare and contrast ______ to _____.

What was important about...?

Which errors most affected your results?

What were some sources of variability?

How do your conclusions support your hypothesis?

What prior research/formulas support your conclusions?

How else could you account for...?

2. COMPREHENSION understanding meaning

What are you being asked to find?

Explain the concept of...

Give me an example of...

Describe in your own words what _____ means.

What (science or math) concepts does this problem connect to?

Draw a diagram of...

Illustrate how _____ works.

Explain how you calculate...

5. SYNTHESIS—parts of information to create a new whole

Design a lab to show...

Predict what will happen to _____ as _____ is changed.

Using a principle of (science or math), how can we find...?

Describe the events that might occur if...

Design a scenario for...

Pretend you are...

What would the world be like if...?

3. APPLICATION—using learning in new situations

What additional information is needed to solve this problem?

Can you see other relationships that will help you find this information?

How can you put your data in graphic form?

What occurs when ...?

How would you change your procedures to get better results?

What method would you use to...?

Does it make sense to ...?

6. EVALUATION—judgment based on criteria

How can you tell if your answer is reasonable?

What would happen to _____ if _____ (variable) were increased/decreased?

How would repeated trials affect your data?

What significance is this experiment/formula to the subject you're learning?

What type of evidence is most compelling to you?

Do you feel _____ experiment is ethical?

Are your results biased?



Bloom's Taxonomy: English and Social Science

1. KNOWLEDGE—recalling information

What information is given?

What are you being asked to find?

Locate in the story where...

When did the event take place?

Point to the...

List the...

Name the...

Where did ...? What is ...?

Who was/were ...?

4. ANALYSIS—ability to see parts and relationships

Compare and contrast _____ to _____.

What was important about...?

What other ways could be interpreted?

What things would you have used to ...?

What is the main idea of the story (event)?

What information supports your explanation?

What was the message in this piece (event)...?

2. COMPREHENSION understanding meaning

What are you being asked to find?

Explain the concept of...

Give me an example of...

Describe in your own words what _____ means.

Illustrate the part of the story that...

Make a map of...

This event led to ...

Describe the scenario...

5. SYNTHESIS—parts of information to create a new whole

Design a _____ to show...

Predict what will happen to _____ as _____ is changed.

What would it be like to live ...?

Write a new ending to the story (event).

Describe the events that might occur if...

Add a new thing on your own that was not in the story.

Pretend you are...

What would the world be like if...?

3. APPLICATION—using learning in new situations

What would happen to you if...?

Can you see other relationships that will help you find this information?

Would you have done the same thing as...?

What occurs when ... ?

If you were there, would you...?

How would you solve this problem in your life?

In the library (on the Web), find info about...

6. EVALUATION—judgment based on criteria

How can you tell if your analysis is reasonable?

Would you recommend this ______ to a friend? Why?

What do you think will happen to? Why?

What significance is this event in the global perspective?

What is most compelling to you in this _____? Why?

Do you feel _____ is ethical?

Why or why not?

Could this story have really happened? Why or why not?





Moving On Up: Writing Higher-Level Questions

Directions: Complete the table below by writing Level 2 and 3 questions that correspond to each Level 1 question provided for the fairy tale "Cinderella." The first set has been completed for you as an example.

	Level 1		Level 2		Level 3
1.	What are the names of the three stepsisters?	1.	Compare and contrast Cinderella to one of her stepsisters.	1.	Justify the reasons why Cinderella's stepsisters are so undesirable to the prince.
2.	Who is the person that grants Cinderella her wish of attending the ball?				
3.	What was Cinderella's coach made out of?				
4.	What happened at midnight?				
5.	Who found Cinderella's glass slipper?				
6.	After Cinderella and the prince were married, how did they live?				
7.	What was the slipper made of?				
	What changes happened as a result of the fairy godmother's magic?				
9.	How did Cinderella get her name?				
10	Describe the ball at the palace.				



More Higher-Level Questions

Level 1	Level 2	Level 3

Extension Activities

- 1. Students may answer these questions by providing them with the fairy tale to have a text-based discussion.
- 2. Have students repeat this activity with a different fairy tale, subject, novel, or content area material.
- **3**. Have students generate three level 1 questions, three level 2 questions, and three level 3 questions and fill in questions for the corresponding levels.
- 4. Use this activity to have students generate questions with content level material to prepare for a test.
- 5. Refer to this activity when students bring lower level questions during tutorials.





Writing Higher-Level Questions Flowchart

