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 _________?
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 ________? Tell why.
What is your favorite ________? Why?
What would you suggest ________?
What is your opinion of ________? Support your response.