



## Higher-order Questions Checklist

Good readers check their own understanding by asking questions about the text, analyzing the text in discussions and writing, and challenging their classmates to think critically.

When you create questions to ask your peers, it is important that they require higher-order thinking. Higher-order questions require your peers to think deeply about the text by **analyzing** or **evaluating** the text or **creating** something new. In contrast, lower-order questions ask your peers to find information in the text and only have one right answer.

Remember, **analyze**, **evaluate**, and **create** are the top three levels of Bloom's Taxonomy. These are the three levels in which your questions should fall.

Use this checklist to make sure that your questions would challenge your peers to think deeply and critically in a discussion.

### Does My Question Require Higher-Order Thinking?

\_\_\_\_\_ The answer to my question is longer than a few words or phrases.

\_\_\_\_\_ The answer to my question cannot be found directly in the text.

\_\_\_\_\_ My question does not have just one "right" answer.

\_\_\_\_\_ My question requires the respondent to pull together multiple ideas from the text in order to analyze or evaluate the text or create something new.

