

# Questioning Stem Starters for Critical Thinking

Based on the work of Benjamin Bloom

Effective use of questioning will improve attention to detail, increase comprehension and expand problem solving skills. Use the stems to create questions within the cognitive domains arranged progressively from lowest to most advanced levels of thinking.

JGB Question Levels	Levels of Cognitive Domain
<b>FACTUAL</b>	<p><b>Level 1: Knowledge Questioning Stems</b>  <i>Exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers.</i></p> <ul style="list-style-type: none"> <li>• What is ...?</li> <li>• Where is ...?</li> <li>• How did ___ happen?</li> <li>• Why did ...?</li> <li>• When did ...?</li> <li>• Who was ...?</li> <li>• How is ...?</li> <li>• How would you explain/describe ...?</li> <li>• Can you recall ...?</li> <li>• Can you list the three ...?</li> </ul> <p><b>Level 2: Comprehension Questioning Stems</b>  <i>Demonstrate understanding of facts and ideas by organizing, comparing, translating, giving description and stating main ideas.</i></p> <ul style="list-style-type: none"> <li>• How would you compare/contrast ...?</li> <li>• How would you rephrase ...?</li> <li>• What is the main idea of ...?</li> <li>• What facts or ideas show ...?</li> <li>• Which statement supports ...?</li> <li>• How would you summarize ...?</li> </ul>

## INTERPRETIVE

### Level 3: Application Questioning Stems

*Solve problems to new situations by applying knowledge, facts, technique and rules in a different way.*

- How would you ...?
- What examples can you find to ...?
- How would you organize \_\_\_ to show ...?
- How would you apply ...?
- What other way could you ...?
- What would result if ...?
- What elements would you use to change ...?
- What facts support ...?

### Level 4: Analysis Questioning Stems

*Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.*

- What are the parts/features of ...?
- How is \_\_\_ related to ...?
- Why do you think ...?
- What is the theme ...?
- What inference can you make ...?
- What conclusions can you draw ...?
- How would you categorize ...?
- What evidence can you find ...?
- What is the relationship between ...?
- What is the function of ...?

### Level 5: Synthesis Questioning Stems

*Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.*

- What changes would you make to ...?
- How would you improve ...?
- What would happen if ...?
- How would you adapt \_\_\_ to create a different ...?
- Can you predict the outcome if ...?

## EVALUATIVE

### Level 6: Evaluation Questioning Stems

*Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.*

- Do you agree with the actions of ... and why?
- How would you prove/disprove ...?
- What is the importance of ...?
- Would it be better if ...?
- What would you recommend ...?
- How would you rate ...?
- What would you cite to defend the actions of ...?
- How would you evaluate ...?
- What choice would you have made if ...?
- What information would you use to support the view of ...?
- How would you justify ...?