HIGHER ORDER THINKING QUESTION STEMMS

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.