



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



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 questioning 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 Questioning.

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.

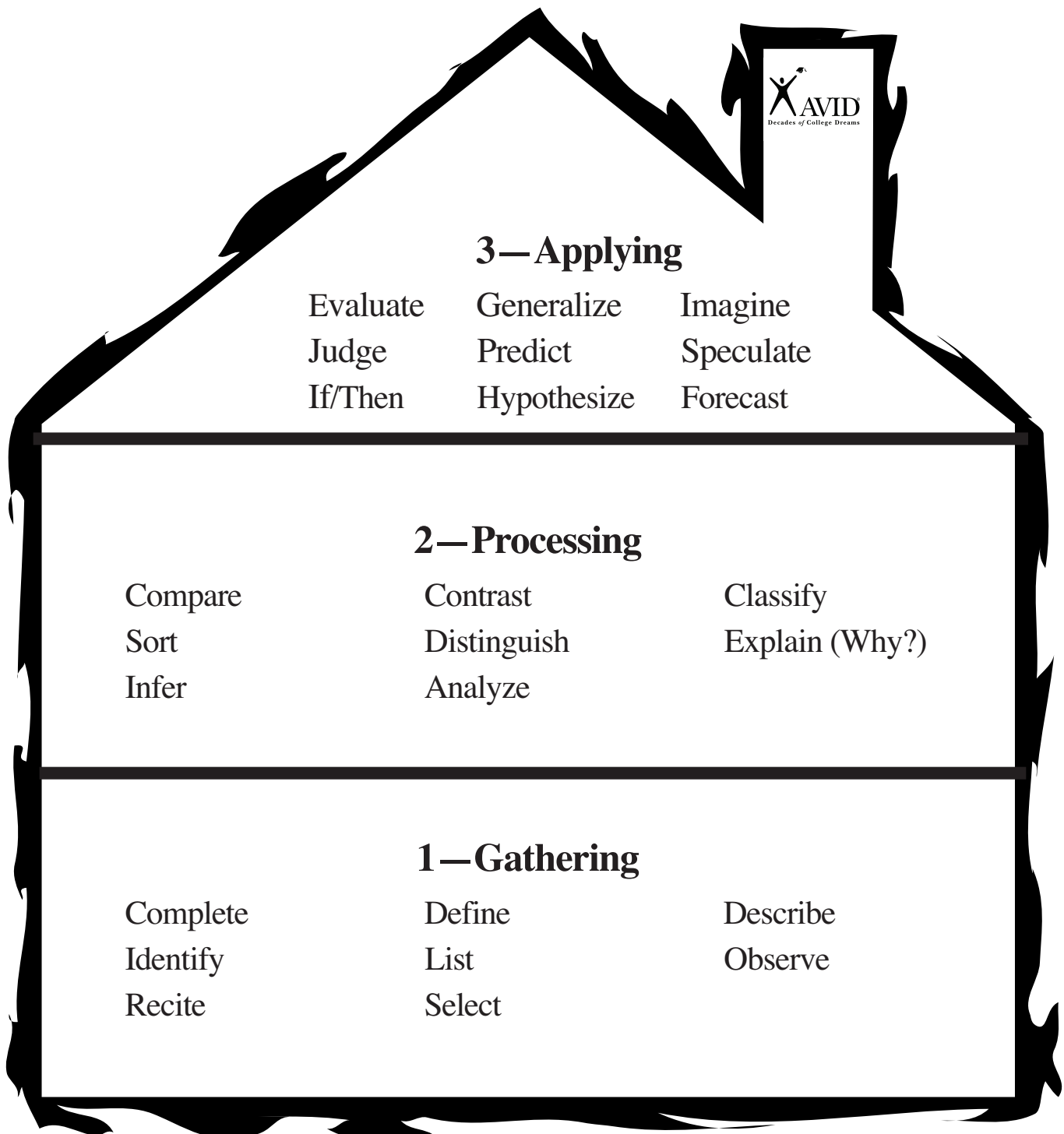
Adapted from a quotation by Oliver Wendell Holmes

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 and Questioning



LEVEL 1

Remember

Define
Repeat
Name

List
State
Describe

Recall
Memorize
Label

Match
Identify
Record

Show Understanding

Give examples
Restate
Discuss
Express

Rewrite
Recognize
Explain
Report

Review
Locate
Find
Paraphrase

Tell
Extend
Summarize
Generalize

LEVEL 2

Use Understanding

Dramatize
Practice
Operate
Imply
Apply

Use
Compute
Schedule
Relate
Illustrate

Translate
Change
Pretend
Discover
Solve

Interpret
Prepare
Demonstrate
Infer

Examine

Diagram
Distinguish
Compare
Contrast
Divide

Question
Inventory
Categorize
Outline
Debate

Analyze
Differentiate
Select
Separate
Point out

Criticize
Experiment
Break down
Discriminate

Create

Compose
Design
Propose
Combine
Construct

Draw
Arrange
Suppose
Formulate
Organize

Plan
Compile
Revise
Write
Devise

Modify
Assemble
Prepare
Generate

LEVEL 3

Decide

Judge
Value
Predict
Evaluate

Rate
Justify
Decide
Measure

Choose
Assess
Select
Estimate

Conclude
Summarize

Supportive Evidence

Prove your answer.
Support your answer.

Give reasons for your answer.

Explain your answer.
Why or why not?

Why do you feel that way?

Costa's Levels of Questioning: English

LEVEL 1

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 _____?

LEVEL 2

What would happen to you if...

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

What occurs when...?

Compare and contrast _____ to _____.

What other ways could _____ be interpreted?

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

What information supports your explanation?

What was the message in this piece (event)?

Give me an example of...

Describe in your own words what _____ means.

What does _____ suggest about _____'s character?

What lines of the poem express the poet's feelings about _____?

What is the author trying to prove? What evidence does he present?

LEVEL 3

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?

Bloom's Levels of Questioning: 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...?

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...

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...

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) ... ?

5. SYNTHESIS—parts of information to create 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 ... ?

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?