

## Scaffolding Thinking Levels

### REMEMBER

Recognizing	Who, what, when, and where questions when students must select the answer <ul style="list-style-type: none"> <li>For example, "Would you place a period or comma at the end of a declarative sentence to indicate a full stop?"</li> </ul>
Recalling	Who, what, when, and where questions when the student must recall the answer from memory <ul style="list-style-type: none"> <li>For example, "What should you place at the end of a declarative sentence to indicate a full stop?"</li> </ul>

### UNDERSTAND

Interpreting	<ul style="list-style-type: none"> <li>Can you say _____ in a different way?</li> <li>What does _____ mean?</li> <li>How would you describe _____ to another person?</li> <li>Define _____ in your own words.</li> <li>What did _____ look like?</li> </ul>
Exemplifying	<ul style="list-style-type: none"> <li>What is another example of _____?</li> <li>What is an example of _____ in your life?</li> </ul>
Classifying	<ul style="list-style-type: none"> <li>What is _____ an example of?</li> <li>How might you sort _____ into groups or categories?</li> <li>What criteria determine the groups or categories?</li> </ul>
Summarizing	<ul style="list-style-type: none"> <li>What is the main idea of the reading?</li> <li>Can you summarize what you just said?</li> <li>Describe an alternate title for the reading.</li> <li>What did the character learn at the end of the story?</li> </ul>
Inferring	<ul style="list-style-type: none"> <li>What are the implications of _____?</li> <li>Why did the author do _____?</li> <li>How is this connected to _____?</li> <li>What do you think will happen next?</li> <li>What are ways _____ could positively and negatively impact other _____?</li> </ul>
Comparing	<ul style="list-style-type: none"> <li>How is _____ like _____?</li> <li>Why is _____ like _____?</li> <li>Can you distinguish between _____ and _____?</li> <li>How are _____ and _____ different?</li> <li>Describe the differences between _____ and _____.</li> </ul>
Explaining	<ul style="list-style-type: none"> <li>Given what you already know, what will happen next?</li> <li>Predict the effects or implications of _____.</li> <li>Describe what might have caused _____ to happen.</li> <li>Why did _____ do what he or she did?</li> <li>How would you change _____?</li> </ul>

### APPLY

Executing	<ul style="list-style-type: none"> <li>Using the procedure you learned, how would you solve _____?</li> <li>How can you apply this procedure to different tasks?</li> </ul>
Implementing	<ul style="list-style-type: none"> <li>Which procedure would you use to solve _____?</li> <li>How could you change or improve the procedure and still solve _____?</li> </ul>

## ANALYZE

Differentiating	<ul style="list-style-type: none"> <li>• What information do you need to solve _____?</li> <li>• What facts in the source support _____?</li> <li>• What is the most important piece of evidence?</li> <li>• What data or information do you have to back this up?</li> </ul>
Organizing	<ul style="list-style-type: none"> <li>• What familiar pattern do you notice?</li> <li>• How could you organize or combine these ideas?</li> <li>• How would you combine, or organize, _____ and _____?</li> </ul>
Attributing	<ul style="list-style-type: none"> <li>• Which is fact, opinion, or inference?</li> <li>• What are the motives behind _____?</li> <li>• What are the reasons for the perspectives present in the reading?</li> <li>• How would this look from the viewpoint of _____?</li> <li>• What is the author's point of view?</li> <li>• What assumptions must we make to accept that conclusion?</li> <li>• Would you rather be _____ or _____? Why?</li> <li>• Would you like to be _____? Why or why not?</li> </ul>

## EVALUATE

Checking	<ul style="list-style-type: none"> <li>• How could we verify _____ was true?</li> <li>• Is _____ always true?</li> <li>• Why do you believe _____?</li> <li>• How strong are the source's arguments?</li> <li>• Is there a defect in any of the data or evidence the source provides?</li> <li>• What are the reasons for the claim?</li> <li>• How credible is that claim?</li> <li>• What is your basis for saying _____?</li> <li>• How can we check to see if this argument is accurate?</li> <li>• What are the strengths and weaknesses of this piece of evidence?</li> <li>• Do we need additional information?</li> </ul>
Critiquing	<ul style="list-style-type: none"> <li>• Use evidence to appraise, critique, judge, or evaluate _____.</li> <li>• Why is _____ successful or unsuccessful? What is your evidence?</li> <li>• Could _____ be better? Why or why not?</li> <li>• How would you rate or judge _____?</li> <li>• What choice would you have made and why?</li> <li>• What are the arguments for and against _____?</li> <li>• What are the advantages or disadvantages of _____?</li> <li>• Are there any undesirable consequences that we can and should foresee?</li> <li>• Explain what criteria you would use to evaluate which is the best option.</li> <li>• How effective is _____?</li> </ul>

## CREATE

Generating	<ul style="list-style-type: none"> <li>• What are some alternatives to solving this problem that we haven't yet explored?</li> <li>• For this problem, what do you think would happen if _____? Why?</li> </ul>
Planning	<ul style="list-style-type: none"> <li>• What steps would you take to implement your plan?</li> </ul>
Producing	<ul style="list-style-type: none"> <li>• What do you need to make to achieve the best result?</li> </ul>

Source: Copyright 2013 From Assessing Critical Thinking in Middle and High Schools: Meeting the Common Core by Rebecca Stobaugh. Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa plc.