

Questions for Quality Thinking

What is Questions for Quality Thinking and why is it important?

Questions for Quality Thinking (McTigue & Lyman in Alvermann, 1994) is a questioning strategy that promotes thinking, reader interaction, and the application of ideas. The questions ensure that students will develop the ability to think about information in a variety of complex ways.

How can I use Questions for Quality Thinking with my students?

Questions for Quality Thinking is based on Bloom's Taxonomy (Bloom, 1956). The taxonomy describes different levels of thinking. Following is a chart that explains the six levels.

Levels	Questions to help guide your students
Knowledge	Remembering information from the text . . . "Who did it? What did they do? Where did they go? . . . etc."
Comprehension	Understanding information . . . "Can you retell it in your own words? Can you explain the gist of what you read?"
Application	Using the information . . . "Can you give me an example?"
Analysis	Separating the whole into parts . . . "How is this different from or similar to . . . ? Can you provide evidence to support that?"
Synthesis	Combining ideas and drawing conclusions . . . "How would you respond to the problem or situation?"
Evaluation	Forming personal opinion . . . "What do you believe? How would you judge what you have read?" What are the reasons to support your beliefs?

Following is an example of these question types for a health unit.

Knowledge	What do cells need besides food?
Comprehension	Explain how oxygen helps you breathe.
Application	Why are muscles important?
Analysis	How are nerve cells like messengers?
Synthesis	What would happen if cells didn't divide?
Evaluation	Choose a food that would help you develop healthy cells in your body. Explain your choice.



Name: _____ Date: _____

Questions for Quality Thinking/Thinking Matrix

	(1)	(2)	(3)	(4)	(5)	(6)
(A) Knowledge						
(B) Comprehension						
(C) Application						
(D) Analysis						
(E) Synthesis						
(F) Evaluation						

Questions: