AN OPEN LETTER TO TEACHERS THAT COULD CHANGE THEIR CAREERS FOREVER…

Dear Teacher:

About twenty years into teaching I came to a disturbing realization: the wrong person went home tired at the end of the day. Kids go <u>blowing</u> out the door like they just got up from a nap – and me, I'm dragging my book bag to the car worn out just thinking about doing it all again the next day. The LEARNING part should be more exhausting than the TEACHING part, I told myself. Heck, I already know this stuff; why am I doing all the suffering?

Now I did not invent any of this, but I did immediately put it into practice and loved it like it was one of my own. I have shared these ideas with hundreds of teachers (from the years I spent as a curriculum director) and I PROMISE they can change your classroom.

What follows is a rationale for good question making; you also have student worksheets that provide a framework for these practices. Those student worksheets are entitled " I'm Glad You Asked!" and "Bloom Questions and Key Words." Also helpful – but not set up as a student worksheet – is the document "Cognitive Skills and Associated Tasks."

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BLOOM QUESTIONS AND KEY WORDS

Use this Bloom's Taxonomy format to help you develop questions about the material you are studying. The ability to create questions is a skill that reveals your understanding.

KNOWLEDGE: eliciting factual answers; testing recall and recognition

Who	Where	Describe	Which one
What	How	Define	What is the best one
Why	How much	Match	Choose
When	What does it mean	Select	Omit

COMPREHENSION: translating, interpreting, and extrapolating

State in your own words	Classify	Which are facts, opinions
What does this mean	Judge	Is this the same as
Give an example	Infer	Select the best definition
Condense this paragraph	Show	What would happen if
State in one word	Indicate	Explain what is happening
What part doesn't fit	Tell	Explain what is meant
What restrictions would you add	Translate	Read the graph, table
What exceptions are there	Outline	This represents
Which is more probable	Summarize	Which statement supports the main idea
What are they saying	Select	Sing this song
What seems to be	Match	Show in a graph, table
What seems likely	Explain	
	Represent	
	Demonstrate	

APPLICATION: to situations that are new, unfamiliar, or have a new slant for students

Predict what would happen if	Explain
Choose the best statements that apply	Identify the results of
Select	Tell what would happen
Judge the effects	Tell how, when, where, why
What would result	Tell how much change there would be

ANALYSIS: breaking down into parts, forms

Distinguish	What is the function of	What's the theme, main idea, subordinate idea
Identify	What's fact, opinion	What inconsistencies, fallacies
What assumptions	What statement is relevant, extraneous to, related to, not applicable	Implicit in the statement is the idea of
What motive is there	What literary form is used	What persuasive technique
What conclusions	State the point of view of	What relationship between
Make a distinction	What ideas justify conclusion	What does the author believe, assume
What is the premise	The least essential statements are	What ideas apply, do not apply

SYNTHESIS: Combining elements into a pattern not clearly there before

Write	Choose	Make up
Create	How would you test	Compose
Tell	Propose an alternative	Formulate a theory
Make	Solve the following	How else would you
Do	Plan	What persuasive technique
Dance	Design	What relationship between

EVALUATION: according to some set of criteria and state why

Appraise	What fallacies, consistencies, inconsistencies appear
Judge	Which is more important, moral, better, logical, valid, appropriate, inappropriate
Criticize	Find the errors
Defend	Compare

I'M GLAD YOU ASKED!

Student: You are in charge of making questions based on your most recent studies. Your teacher will tell you how many questions you need to create and in which categories. The ("words in parentheses") give you some help in starting your questions. Do your best: the questions you create may be shared in a whole class discussion and might even be ones your teacher uses on the next test!

1. KNOWLEDGE/REMEMBERING: Facts and Conditions ("What happened to...?)

    a. _____
        _____

    b. _____
        _____

2. COMPREHENSION/KNOWING: Clarification ("What did it mean when...?" OR "Tell me in your own words...")

    a. _____
        _____

    b. _____
        _____

3. ANALYSIS/ANALYZING: Cause and Effect ("Why did ____ do that?")

    a. _____
        _____

    b. _____
        _____

4. ANALYSIS/ANALYZING: Multiple Causes ("What else might have caused...?")

    a. _____
        _____

    b. _____
        _____

5. APPLICATION/APPLYING: Empathy and Transfer ("What would you do in
    ____'s place?" OR "If ____had happened, how might the outcome have been
    different?")

    a. _____

        _____

    b. _____

        _____

6. EVALUATION/EVALUATING: Alternatives ("What could be done to
    change...?" OR "What else could ____have done when ____?" OR "Could you
    propose an alternative to ____?")

    a. _____

        _____

    b. _____

        _____

7. SYNTHESIS/CREATING: Principles, Values, Attitudes, Transfer ("How did
    you feel when...?" OR "How many ways can you...?")

    a. _____

        _____

    b. _____

        _____

COGNITIVE SKILLS AND ASSOCIATED TASKS

KNOWLEDGE Skills	Cognitive Tasks		Types of Questions
1. Memorizing 2. Recalling identification 3. Recalling information 4. Recognizing 5. Remembering	Choose Complete Count Define Describe Identify List Locate	Match Name Observe Omit Recite Select Tell	What is the definition of…? Who did…? When did…occur? How much/many?

COMPREHENSION Skills	Cognitive Tasks		Types of Questions
1. Describing in one's own words 2. Interpreting 3. Organization and selection of facts and ideas 4. Paraphrasing 5. Translating from one medium to another	Arrange Combine Compare Construct Contrast Describe relationship Distinguish Estimate Experiment Group Infer	Invent Make an analogy Organize Plan Produce Report Retell Separate Sequence Use	How did…occur? Why does…occur? What are examples of…? Name types of…

APPLICATION Skills	Cognitive Tasks		Types of Questions
1. Predicting 2. Choosing the best 3. Selecting 4. Judging the effects 5. Considering results	Explain Identify the results Tell how much change there would be	Tell how, when, where, why Tell what would happen	Choose the best statement that applies… Explain… Identify the results of… Tell what would happen if… Tell how much change there would be…

ANALYSIS Skills	Cognitive Tasks		Types of Questions
1. Applying information to produce some result 2. Finding the underlying structure of a communication 3. Identifying motive 4. Problem solving 5. Separating a whole into parts 6. Subdividing something to show how it is put together	Analyze Apply principles or rules Build a model Classify Compile Create Discuss Extrapolate	Expand Forecast Generalize Hypothesize Imagine Predict Project Speculate	What are the parts or features of...? Classify...according to... Outline/diagram... How does...compare/contrast with...? What evidence can you list for...? If...occurs, what would happen? If...changes, what would result? How is...an example of...? How is...related to...? Why is...significant?
SYNTHESIS Skills	**Cognitive Tasks**		**Types of Questions**
1. Combining ideas to form a new whole 2. Creating a unique, original product that may be in verbal form or may be a physical object	Analyze and classify Arrange Assimilate Associate Blend Combine Compose	Coordinate Incorporate Integrate Merge Organize Synthesize Unify Unite	What would you predict from...? What ideas can you add to...? How would you create/design a new...? What might happen if you combined...? What solutions would you suggest for...?
EVALUATION Skills	**Cognitive Tasks**		**Types of Questions**
1. Developing opinions, judgments, or decisions 2. Making value decisions about issues 3. Resolving controversies or differences of opinion	Advise Agree or disagree Argue for or against Choose Evaluate	Express an opinion Judge Justify Propose Present advantages or disadvantages Recommend	Do you agree that...? What do you think about...? What is the most important...? Place the following in order of priority... How would you decide about...? What criteria would you use to assess...? What is the best solution? Why?