

# Art Costa's Three Levels of Questioning

Introduction: Questioning and learning how to ask good questions are one of the central pieces in 21st Century learning . Questioning-based learning focuses on not only on the student as a learner, but also on the student as an investigator. Designed by Art Costa, the following information demonstrates how to recognize the three levels of questions and how to create questions that you and your students are using to spiral up from general to complex.

Level	What?	Examples
1	<p><b>Text Explicit</b></p> <p>Readers can find one correct answer right in the text. Words found in these questions include:</p> <ul style="list-style-type: none"> <li>• defining</li> <li>• describing</li> <li>• identifying</li> <li>• listing</li> <li>• naming</li> <li>• noting</li> <li>• observing</li> <li>• reciting</li> </ul>	<ul style="list-style-type: none"> <li>☑ Who was the Commander in Chief of the Continental Army during the American Revolution?</li> <li>☑ In what year was the Jamestown Colony founded?</li> <li>☑ In what city is the Alamo located?</li> <li>☑ What is the capital of Texas?</li> <li>☑ How many Senators come from each state?</li> <li>☑ Who runs the Executive Department?</li> </ul>
2	<p><b>Text Implicit</b></p> <p>Readers have to infer the answer from what the text implicitly states. The reader has to search in different places in the text to reach a conclusion. Words found in these questions include:</p> <ul style="list-style-type: none"> <li>• analyzing</li> <li>• comparing</li> <li>• contrasting</li> <li>• grouping</li> <li>• inferring</li> <li>• sequencing</li> <li>• synthesizing</li> </ul>	<ul style="list-style-type: none"> <li>☑ What were the causes for the American Revolution?</li> <li>☑ What commonalities did those who attended the Constitutional Convention share?</li> <li>☑ What amendments to the Constitution affect who gets to vote in the United States?</li> <li>☑ What were the challenges the settlers in Jamestown faced during the first five years after it was founded?</li> </ul>
3	<p><b>Experience Based</b></p> <p>Readers have to think beyond what is in the text that they are currently reading. Their answers are going to be based on prior learning and/or personal experience. Words found in these questions include:</p> <ul style="list-style-type: none"> <li>• applying a principle</li> <li>• evaluating</li> <li>• hypothesizing</li> <li>• imagining</li> <li>• judging</li> <li>• predicting</li> <li>• speculating</li> </ul>	<ul style="list-style-type: none"> <li>☑ Is the Constitution as modern as the founders would hoped it would be?</li> <li>☑ Has the Civil Rights Movement truly created an equal society in the United States?</li> <li>☑ How would life be different if the Bill of Rights did not exist?</li> <li>☑ How would life be different if Texas had not joined the United States?</li> </ul>

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Level	Sentence Stems
1	<p style="text-align: center;"><b>Text Explicit</b></p> <ul style="list-style-type: none"><li>• What is...</li><li>• When was / is...</li><li>• Who was / is...</li><li>• Where is...</li><li>• How much / many...</li><li>• Why, according to...</li><li>• How, according to...</li></ul>
2	<p style="text-align: center;"><b>Text Implicit</b></p> <ul style="list-style-type: none"><li>• What do you think _____ meant...</li><li>• What do historians say is the primary cause...</li><li>• What commonalities do...</li><li>• What causes lead to...</li><li>• How was _____ developed over...</li><li>• How did _____ affect different parts of...</li><li>• What were the main points of...</li><li>• What patterns did you notice...</li></ul>
3	<p style="text-align: center;"><b>Experience Based</b></p> <ul style="list-style-type: none"><li>• What if...</li><li>• What would _____ be like if...</li><li>• Which was the most appropriate...</li><li>• What would you have done...</li><li>• What was the primary cause...</li><li>• Do you believe...</li><li>• Was _____ as effective as it was intended to be?</li></ul>

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## Level 3 - Experience Based

applying a principle  
evaluating  
hypothesizing  
imagining  
judging  
predicting  
speculating

## Level 2 - Text Implicit

analyzing  
comparing  
contrasting  
grouping  
inferring  
sequencing  
synthesizing

## Level 1 - Text Explicit

defining  
describing  
identifying  
listing  
naming  
noting  
observing  
reciting

# Art Costa's Three Levels of Questioning

## Level 1

Remember	Define	Label	Memorize	Record
	Describe	List	Name	Repeat
	Identify	Match	Recall	State

Show Understanding	Discuss	Find	Paraphrase	Review
	Explain	Generalize	Recognize	Rewrite
	Extend	Give Examples	Report	Summarize
	Express	Locate	Restate	Tell

## Level 2

Use Understanding	Apply	Dramatize	Operate	Schedule
	Change	Illustrate	Practice	Solve
	Compute	Imply	Prepare	Translate
	Demonstrate	Infer	Pretend	Use
	Discover	Interpret	Relate	

Examine	Analyze	Criticize	Distinguish	Point Out
	Break Down	Debate	Divide	Question
	Categorize	Diagram	Experiment	Select
	Compare	Differentiate	Inventory	Separate
	Contrast	Discriminate	Outline	

Create	Arrange	Construct	Generate	Propose
	Assemble	Design	Modify	Revise
	Combine	Devise	Organize	Suppose
	Compile	Draw	Plan	Write
	Compose	Formulate	Prepare	

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Level 3				
Decide	Assess	Estimate	Measure	Summarize
	Choose	Evaluate	Predict	Value
	Conclude	Judge	Rate	
	Decide	Justify	Select	
Supportive Evidence	Explain your answer	Prove your answer	Give reasons for your answer	Support your answer
	Why do you feel that way?	Why or Why not?		

