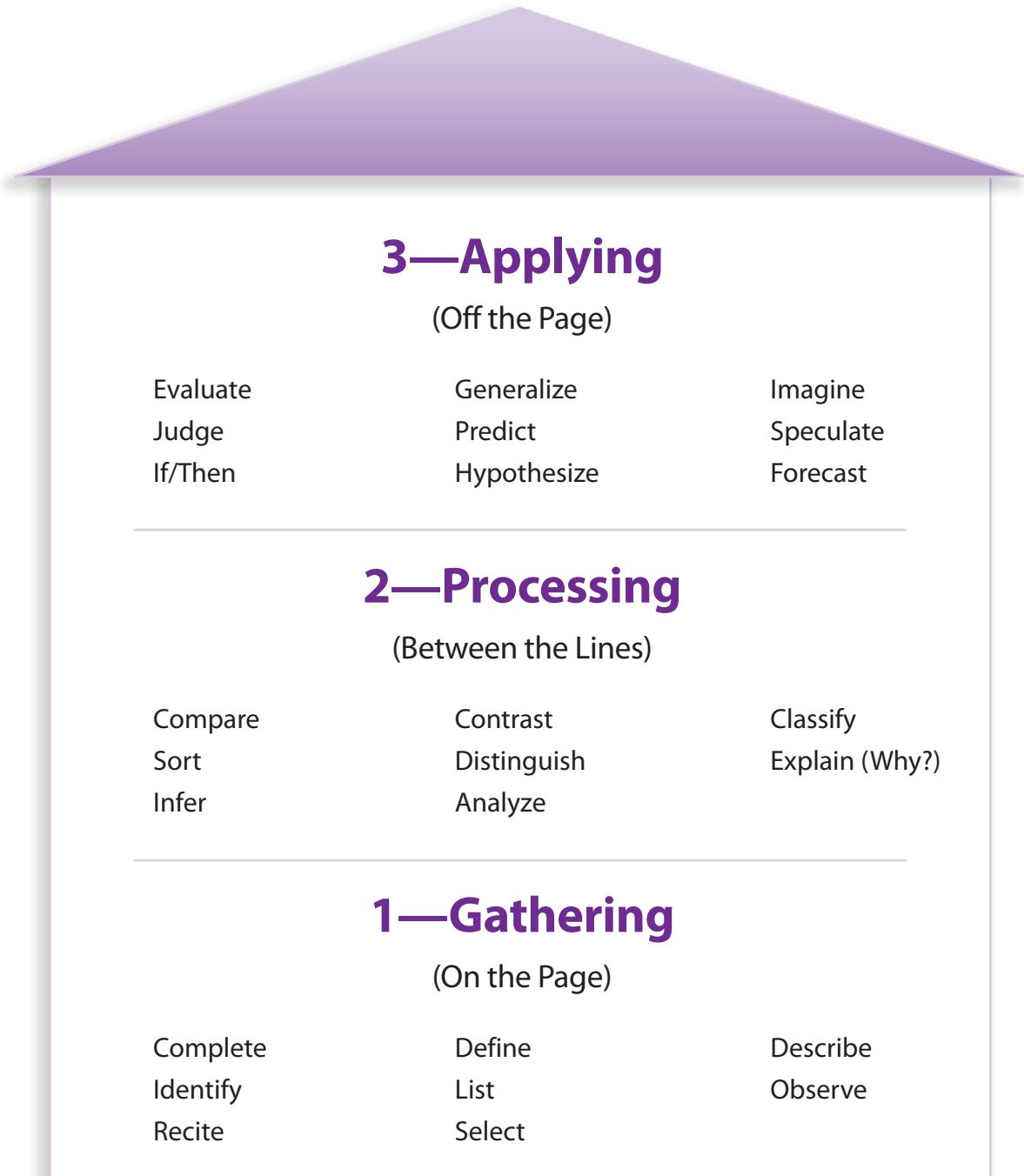


**3.13: Inquiry in Tutorial**

# Costa's Levels of Thinking

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. Students need to be familiar with Costa's (and/or Bloom's) Levels of Thinking to assist them in formulating higher levels of questions.



## 3—Applying

(Off the Page)

Evaluate  
Judge  
If/Then

Generalize  
Predict  
Hypothesize

Imagine  
Speculate  
Forecast

## 2—Processing

(Between the Lines)

Compare  
Sort  
Infer

Contrast  
Distinguish  
Analyze

Classify  
Explain (Why?)

## 1—Gathering

(On the Page)

Complete  
Identify  
Recite

Define  
List  
Select

Describe  
Observe

# Costa's Levels of Thinking

	Level	Descriptions	Vocabulary Words for the Levels of Thinking			
<b>Higher-Order Thinking Skills</b> <b>HOTS</b>	<b>APPLYING INFORMATION</b>	<b>(OUTPUT)</b>  Applying and evaluating actions, solutions and connections made in order to predict	assemble	develop	make	
			build	devise	plan	
			construct	formulate	produce	
			create	imagine	write	
			design	invent		
	<b>PROCESSING INFORMATION</b>	<b>(PROCESSING)</b>  Making sense out of information; processing the information gathered by making connections and creating relationships	appraise	forecast	select	
			argue	generalize	speculate	
			check	hypothesize	support	
			critique	if/then	test	
			defend	judge	valuate	
			detect	predict	value	
	<b>PROCESSING INFORMATION</b>	<b>(PROCESSING)</b>  Making sense out of information; processing the information gathered by making connections and creating relationships	attribute	discriminate	integrate	
			classify	distinguish	organize	
			compare	examine	outline	
			contrast	experiment	question	
			criticize	explain why	sort	
			deconstruct	infer	structure	
			differentiate			
			carry out	employ	operate	
			choose	execute	schedule	
			demonstrate	illustrate	sketch	
			do	implement	solve	
			dramatize	interpret	using	
<b>Lower-Order Thinking Skills</b> <b>LOTS</b>	<b>GATHERING INFORMATION</b>	<b>(INPUT)</b>  Identifying and recalling information	classify	explain	recognize	
				complete	identify	report
				describe	locate	select
				discuss	paraphrase	translate
			define	memorize	reproduce	
			duplicate	recall	state	
			list	repeat		

Adapted from Comparison by Andrew Churches at <http://edorigami.wikispaces.com> and [http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)