

Higher-Order Questions Checklist

Higher-order questions require students to think deeply about the text, using skills such as analysis, evaluation, and/or creation. These types of questions require deeper engagement with the text than basic recall and comprehension questions. This checklist guides students to classify and generate higher-order questions about a text.

Additional Resources

For more information on higher-order questions, see our previous blog posts [“Student Classification of Questions: A First Step in Question Generation”](#) and [“Student Generation of Higher-Order Questions.”](#)

Higher-Order Questions Checklist

Good readers check their own understanding by asking questions about the text, analyzing the text in discussions and writing, and challenging their classmates to think critically.

When you create questions to ask your peers, it is important that they require higherorder thinking. Higher-order questions require your peers to think deeply about the text by **analyzing** or **evaluating** the text or **creating** something new. In contrast, lower-order questions ask your peers to find information in the text and only have one right answer.

Remember, **analyze**, **evaluate**, and **create** are the top three levels of [Bloom's Taxonomy](#). These are the three levels in which your questions should fall.

Use this checklist to make sure that your questions would challenge your peers to think deeply and critically in a discussion.

Does My Question Require Higher-Order Thinking?

- _____ The answer to my question is longer than a few words or phrases.
- _____ The answer to my question cannot be found directly in the text.
- _____ My question does not have just one "right" answer.
- _____ My question requires the respondent to pull together multiple ideas from the text in order to analyze or evaluate the text or create something new.