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# Arthur Costa's Levels

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Arthur Costa's Model of Intellectual Functioning in Three Levels  
from *Developing Minds: A Resource Book for Teaching Thinking*

<b>Level 1:</b>	<b>defining</b>	Ex. What is the definition of "lunar eclipse"? (definition)
	<b>describing</b>	
	<b>identifying</b>	Ex. How can we express the equation $2x(4 - 5y) + 3y = 26$ in 3 ways? (list)
	<b>listing</b>	
	<b>naming</b>	
	<b>observing</b>	Ex. Which states seceded from the Union to form the Confederacy? (identification)
	<b>reciting</b>	
	<b>scanning</b>	Ex. How does "The Road Not Taken" (Frost) begin? (reciting)
<b>Level 2:</b>	<b>analyzing</b>	Ex. In "Native Son," how does Bigger Thomas' violence against his gang members reveal a deeply-rooted insecurity & fear of people? (analysis)
	<b>comparing</b>	
	<b>contrasting</b>	Ex. In "The Bet" (Chekov) how do the lawyer & the banker differ in their attitudes toward capital punishment? (contrast)
	<b>grouping</b>	
	<b>inferring</b>	
	<b>sequencing</b>	Ex. How does the term "manifest destiny" capture the essence of Western expansion in the United States? (synthesis)
	<b>synthesizing</b>	
		Ex. If the moon is full August 17, July 18, and June 19, when will it be full in April? (inference)
<b>Level 3:</b>	<b>applying</b>	Ex. Using the principle of communicative property, how can we find out the number of apple trees in an orchard having 15 rows, 5 trees in each row? (application of a principle)
	<b>a principle</b>	
	<b>evaluating</b>	Ex. Which of the characters in "Great Expectations" suffered the most? (judgement)
	<b>hypothesizing</b>	
	<b>imagining</b>	
	<b>judging</b>	
	<b>predicting</b>	Ex. In "The Catcher in the Rye," how might Phoebe, years later, describe Holden to her children? (speculation)
	<b>speculating</b>	

# **COSTA'S LEVELS OF QUESTIONING**

## **LEVEL ONE:**

**Define**  
**Describe**  
**Identify**  
**List**  
**Name**  
**Observe**  
**Recite**  
**Scan**

## **LEVEL TWO:**

**Analyze**  
**Compare**  
**Contrast**  
**Group**  
**Infer**  
**Sequence**  
**Synthesize**

## **LEVEL THREE:**

**Apply**  
**Evaluate**  
**Hypothesize**  
**Imagine**  
**Judge**  
**Predict**  
**Speculate**

# COSTA'S LEVELS OF QUESTIONING

## Level 1:

- ▶ The answer can be found in the text (either directly or indirectly)
- ▶ Very concrete and pertains only to the text.
- ▶ Asks for facts about what has been heard or read
- ▶ Information is recalled in the exact manner/form it was heard

## Level 2:

- ▶ The answer can be inferred from the text.
- ▶ Although more abstract than a Level One question, deals only with the text
- ▶ Information can be broken down into parts
- ▶ Involves examining in detail, analyzing motives or causes, making inferences, finding information to support generalizations or decision making
- ▶ Questions combine information in a new way

## Level 3:

- ▶ The answer goes beyond the text.
- ▶ Is abstract and does not pertain to the text
- ▶ Ask that judgements be made from information
- ▶ Gives opinions about issues, judges the validity of ideas or other products and justifies opinions and ideas



# Three-Story House (Costa's Levels of Questioning)



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, which in turn prepares them for the inquiry that occurs in tutorials. Students need to be familiar with Costa's (and/or Bloom's) levels of questioning to assist them in formulating and identifying higher levels of questions.

**Directions:** Read the poem below and review the "Three House Story" on the next page. Both set the stage for Costa's Levels of Questioning.

## One-Two-Three Story Intellect Poem

There are one-story intellects,  
two-story intellects,  
and three-story intellects with skylights.

All fact collectors who have  
no aim beyond their facts  
are one-story people.

Two-story people compare, reason,  
generalize, using the labor of  
fact collectors as their own.

Three-story people idealize,  
imagine, predict—their best illumination  
comes through the skylight.

Adapted from a quotation by Oliver Wendell Holmes

# The Three-Story House

Level 1 (the lowest level) requires one to gather information.

Level 2 (the middle level) requires one to process the information.

Level 3 (the highest level) requires one to apply the information.



## 3 — Applying

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

## 2 — Processing

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why?)
Infer	Analyze	

## 1 — Gathering

Complete	Define	Describe
Identify	List	Observe
Recite	Select	



# Vocabulary: Costa's Levels of Thinking and Questioning



## LEVEL 1

<b>Remember</b>	Define	List	Recall	Match
	Repeat	State	Memorize	Identify
	Name	Describe	Label	Record
<b>Show Understanding</b>	Give examples	Rewrite	Review	Tell
	Restate	Recognize	Locate	Extend
	Discuss	Explain	Find	Summarize
	Express	Report	Paraphrase	Generalize

## LEVEL 2

<b>Use Understanding</b>	Dramatize	Use	Translate	Interpret
	Practice	Compute	Change	Prepare
	Operate	Schedule	Pretend	Demonstrate
	Imply	Relate	Discover	Infer
	Apply	Illustrate	Solve	
<b>Examine</b>	Diagram	Question	Analyze	Criticize
	Distinguish	Inventory	Differentiate	Experiment
	Compare	Categorize	Select	Break down
	Contrast	Outline	Separate	Discriminate
	Divide	Debate	Point out	
<b>Create</b>	Compose	Draw	Plan	Modify
	Design	Arrange	Compile	Assemble
	Propose	Suppose	Revise	Prepare
	Combine	Formulate	Write	Generate
	Construct	Organize	Devise	

## LEVEL 3

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

## Costa's Levels of Questioning: English

## LEVEL 1

What information is given?

Locate in the story where...

When did the event take place?

Point to the...

List the...

Name the...

Where did...?

What is...?

Who was/were...?

Illustrate the part of the story that...

Make a map of...

What is the origin of the word \_\_\_\_\_?

What events led to \_\_\_\_\_?

## LEVEL 2

What would happen to you if...

Would you have done the same thing as...?

What occurs when...?

Compare and contrast \_\_\_\_\_ to \_\_\_\_\_.

What other ways could \_\_\_\_\_ be interpreted?

What is the main idea of the story (event)?

What information supports your explanation?

What was the message in this piece (event)?

Give me an example of...

Describe in your own words what \_\_\_\_\_ means.

What does \_\_\_\_\_ suggest about \_\_\_\_\_'s character?

What lines of the poem express the poet's feelings about \_\_\_\_\_?

What is the author trying to prove? What evidence does he present?

## LEVEL 3

Design a \_\_\_\_\_ to show...

Predict what will happen to \_\_\_\_\_ as \_\_\_\_\_ is changed.

Write a new ending to the story (event)...

Describe the events that might occur if...

Add something new on your own that was not in the story...

Pretend you are...

What would the world be like if...?

Pretend you are a character in the story. Rewrite the episode from your point of view.

What do you think will happen to \_\_\_\_\_? Why?

What is most compelling to you in this \_\_\_\_\_? Why?

Could this story have really happened? Why or why not?

If you were there, would you...?

How would you solve this problem in your life?

**Bloom's Levels of Questioning: English and Social Science**

**1. KNOWLEDGE — recalling information**

What information is given?

What are you being asked to find?

Locate in the story where...

When did the event take place?

Point to the...

List the...

Name the...

Where did...?

What is...?

Who was/were...?

**2. COMPREHENSION — understanding meaning**

What are you being asked to find?

Explain the concept of...

Give me an example of...

Describe in your own words what \_\_\_\_\_ means.

Illustrate the part of the story that...

Make a map of...

This event led to...

Describe the scenario...

**3. APPLICATION — using learning in new situations**

What would happen to you if ... ?

Can you see other relationships that will help you find this information?

Would you have done the same thing as...?

What occurs when ... ?

If you were there, would you ... ?

How would you solve this problem in your life?

In the library (on the Web), find info about...

**4. ANALYSIS — ability to see parts and relationships**

Compare and contrast \_\_\_\_\_ to \_\_\_\_\_.

What was important about ... ?

What other ways could \_\_\_\_ be interpreted?

What things would you have used to ... ?

What is the main idea of the story (event)?

What information supports your explanation?

What was the message in this piece (event) ... ?

**5. SYNTHESIS — parts of information to create new whole**

Design a \_\_\_\_\_ to show ...

Predict what will happen to \_\_\_\_\_ as \_\_\_\_\_ is changed.

What would it be like to live ... ?

Write a new ending to the story (event).

Describe the events that might occur if...

Add a new thing on your own that was not in the story.

Pretend you are...

What would the world be like if ... ?

**6. EVALUATION — judgment based on criteria**

How can you tell if your analysis is reasonable?

Would you recommend this \_\_\_\_\_ to a friend? Why?

What do you think will happen to \_\_\_\_\_? Why?

What significance is this event in the global perspective?

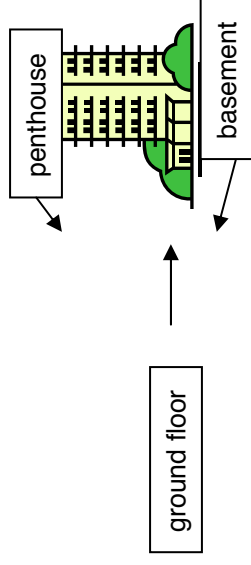
What is most compelling to you in this \_\_\_\_\_? Why?

Do you feel \_\_\_\_\_ is ethical? Why or why not?

Could this story have really happened? Why or why not?



# A Three Story Intellect!



## BLOOM'S TAXONOMY and Costa's Levels of Questioning

The Student will...

Knowledge (Remembering)	Comprehension (Understanding)	Application (Applying)	Analysis (Analyzing)	Synthesis (Creating)	Evaluation (Evaluating)
Learn specific facts, ideas, vocabulary; remembering/recalling information or specific facts.	Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material.	Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations.	Ability to break down material into its component parts and perceive interrelationships.	Ability to put parts together to form a new whole; use elements in new patterns and relationships.	Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgment is based on given criteria.
<b>Introduction of knowledge</b>					
<b>Level One—the basement</b>					
<p><i>By doing the following...</i></p> <ul style="list-style-type: none"> <li>collect, copy,</li> <li>define, describe,</li> <li>examine,</li> <li>find,</li> <li>group,</li> <li>identify, indicate,</li> <li>label, list, locate,</li> <li>match,</li> <li>name,</li> <li>omit, observe,</li> <li>point, provide,</li> <li>quote,</li> <li>read, recall, recite,</li> <li>recognize, repeat,</li> <li>reproduce,</li> <li>say, select, sort, spell,</li> <li>state,</li> <li>tabulate, tell, touch,</li> <li>underline,</li> <li>who, when, where, what</li> </ul>	<ul style="list-style-type: none"> <li>alter, associate</li> <li>calculate, categorize,</li> <li>change, communicate,</li> <li>convert,</li> <li>distinguish,</li> <li>expand, explain,</li> <li>inform,</li> <li>name alternatives, outline,</li> <li>paraphrase,</li> <li>rearrange, reconstruct,</li> <li>relate, restate (own words),</li> <li>summarize,</li> <li>tell the meaning of,</li> <li>translate,</li> <li>understand,</li> <li>verbalize,</li> <li>write</li> </ul>	<ul style="list-style-type: none"> <li>acquire, adopt,</li> <li>apply, assemble, capitalize,</li> <li>construct, consume,</li> <li>demonstrate, develop,</li> <li>discuss,</li> <li>experiment,</li> <li>formulate,</li> <li>manipulate,</li> <li>organize,</li> <li>relate, report,</li> <li>search, show,</li> <li>solve novel problems,</li> <li>tell consequences,</li> <li>try,</li> <li>use, utilize</li> </ul>	<ul style="list-style-type: none"> <li>analyze, arrange,</li> <li>break down,</li> <li>categorize, classify,</li> <li>compare, contrast, deduce,</li> <li>determine, diagram,</li> <li>differentiate, discuss</li> <li>causes,</li> <li>dissect, distinguish,</li> <li>give reasons,</li> <li>order,</li> <li>separate, sequence,</li> <li>survey,</li> <li>take apart,</li> <li>test for,</li> <li>why</li> </ul>	<p><i>By doing the following...</i></p> <ul style="list-style-type: none"> <li>alter, build,</li> <li>combine, compose,</li> <li>construct, create, develop,</li> <li>estimate,</li> <li>form a new...</li> <li>generate,</li> <li>hypothesize,</li> <li>imagine, improve,</li> <li>infer, invent,</li> <li>modify,</li> <li>plan, predict,</li> <li>produce, propose,</li> <li>reorganize, rewrite, revise,</li> <li>simplify, synthesize</li> </ul>	<ul style="list-style-type: none"> <li>appraise, argue, assess,</li> <li>challenge, choose,</li> <li>conclude, criticize,</li> <li>critique,</li> <li>debate, decide, defend,</li> <li>discriminate, discuss,</li> <li>document, draw</li> <li>conclusions,</li> <li>editorialize, evaluate,</li> <li>grade,</li> <li>interpret,</li> <li>judge, justify,</li> <li>prioritize,</li> <li>rank, rate, recommend,</li> <li>reject,</li> <li>support,</li> <li>validate,</li> <li>weigh</li> </ul>
<b>Practice knowledge learned</b>					
<b>Level Two—the ground floor</b>					
<b>Demonstrates mastery of knowledge learned</b>					
<b>Level Three—the penthouse</b>					

<b>Knowledge – Level 1A</b> (Remembering)	<b>Comprehension – Level 1B</b> (Understanding)	<b>Application – Level 2A</b> (Applying)	<b>Analysis – Level 2B</b> (Analyzing)	<b>Synthesis – Level 3A</b> (Creating)	<b>Evaluation – Level 3B</b> (Evaluating)
<p>Skills Demonstrated:</p> <ul style="list-style-type: none"> <li>• Observation and recall of information</li> <li>• Knowledge of dates, events, places</li> <li>• Knowledge of major ideas</li> <li>• Master of subject matter</li> </ul>	<p>Skills Demonstrated:</p> <ul style="list-style-type: none"> <li>• Understanding information</li> <li>• Grasp meaning</li> <li>• Translate knowledge into new context</li> <li>• Interpret facts, compare, contrast</li> <li>• Order, group, infer causes</li> <li>• Predict consequences</li> </ul>	<p>Skills Demonstrated:</p> <ul style="list-style-type: none"> <li>• Use information</li> <li>• Use methods, concepts, theories in new situations</li> <li>• Solve problems using required skills or knowledge</li> </ul>	<p>Skills Demonstrated:</p> <ul style="list-style-type: none"> <li>• Seeing patterns</li> <li>• Organization of parts</li> <li>• Recognition of hidden meanings</li> <li>• Identification of components</li> </ul>	<p>Skills Demonstrated:</p> <ul style="list-style-type: none"> <li>• Use old ideas to create new ones</li> <li>• Generalize from given facts</li> <li>• Relate knowledge from several areas</li> <li>• Predict, draw conclusions</li> </ul>	<p>Skills Demonstrated:</p> <ul style="list-style-type: none"> <li>• Compare and discriminate between ideas</li> <li>• Assess value of theories, presentations</li> <li>• Make choices based on reasoned argument</li> </ul>
<p>What is...? How is...? Where is...? When did _____ happen? How did _____? Why did...? How would you describe...? When did...? Can you recall...? How would you show...? Can you select...? Who were the main...? Can you list three...? Which one...? Who was...?</p>	<p>How would you classify the type of...? How would you compare/contrast...? Will you state or interpret in your own words...? How would you rephrase the meaning...? What facts or ideas show...? What is the main idea of...? Which statements support...? Can you explain what is happening...what is meant...? What can you say about...? Which is the best answer...? How would you summarize...?</p>	<p>How would you use...? What examples can you find to...? How would you solve _____ using what you have learned...? How would you organize _____ to show...? How would you show your understanding...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?</p>	<p>What are the parts of...? How is _____ related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorize...? Can you identify the different parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?</p>	<p>Do you agree with the actions...? with the outcomes...? What is your opinion of...? How would you prove...? Disprove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritize...? What judgment would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...? Why was it better that...? How would you prioritize the facts...? How would you compare the ideas...?</p>	<p>Do you agree with the actions...? With the outcomes...? What is your opinion of...? How would you prove...? Disprove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritize...? What judgment would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...? Why was it better that...? How would you prioritize the facts...? How would you compare the ideas...?</p>

**TITLE: Teaching Levels of Questioning**

**OBJECTIVES:**

- Students will learn the concept of Higher Order Thinking
- Students will practice formulating questions of increasing complexity
- Students will reflect on how questioning skills can help them learn

Time in minutes/ Materials	ACTIVITY
<p><u>Start - 10</u> <u>Cut Pictures</u></p>	<p><u>Group students with cut pictures</u>  <ul style="list-style-type: none"> <li>Give each person a piece of a picture, instruct him or her to find the people with the rest of the picture and form a new group.</li> </ul> </p>
<p><u>11 - 15</u></p>	<p><u>Explain the Purpose of Improving Inquiry Skills</u></p> <ul style="list-style-type: none"> <li>Good questioning techniques are very important in learning. Effective learners use questioning to help motivate themselves to pay more attention in class and to remember information better.</li> <li>Questioning can be used to help us to reason through problems and to put pieces of information together in new ways—like we just did with our pictures....</li> <li>All levels of questions are important, necessary, and serve a purpose depending on the situation. Sometimes, we need low levels of questions to gain information, but, being able to define a word or remember a fact isn't an end in itself. It's how we use that information that helps us truly learn, and it's how we apply that information that is most important. All levels of questions work together to help us learn—no one level is “better” than another—they're all needed for learning, and our ultimate goal is to get to the top levels.</li> <li>Levels of Questioning are part of the way we communicate with each other. It helps you not only to read, but to understand and relate to what you're reading. There's a difference between asking and answering questions. It takes real understanding of a topic to ask a good question...a question that really makes someone consider and THINK.</li> </ul>

<p><b>11 - 20</b></p> <p><input type="checkbox"/> <b>Blooms/Costa's Handout</b></p>	<p><b>Levels of Questions Instruction</b></p> <p><input type="checkbox"/> Distribute handout</p> <p><input type="checkbox"/> I like to begin with a metaphor of a building. There's the basement, the ground floors, and the penthouse. All are necessary. The basement helps you store important things for later. You can enter on the ground floor. And the penthouse, that's the icing on the cake—you've arrived!</p> <p><input type="checkbox"/> Review each of the different levels of questioning:</p> <p><input type="checkbox"/> <u>Level 1</u> is like the basement—important information you need to have. These would be definitions, numbers, formulas.</p> <p><input type="checkbox"/> <u>Level 2</u> is where you take those definitions, numbers and formulas and put them to use. It's where you enter the building of thinking. You use the formulas, you translate the words, you back up ideas, you compare and contrast.</p> <p><input type="checkbox"/> <u>Level 3</u> is the big time. You're "moving on up to that deluxe apartment in the sky," to quote the Jeffersons. This is where you make the information your own. Here is where you synthesize, judge, create,</p> <p><input type="checkbox"/> Be sure to give some examples of questions from each level. You can use the handout. It combines Costa's levels and Blooms Taxonomy, it explains what each level means, skills used, and provides question starters.</p>
<p><b>21- 40</b></p> <p><input type="checkbox"/> <b>One picture for each group (the one they put together)</b></p>	<p><b>Practice Generating Questions</b></p> <p><input type="checkbox"/> Have each group use a picture to create one question from each of Costa's three levels</p> <p><input type="checkbox"/> Read questions aloud and evaluate to level as a class</p>
<p><b>41-55</b></p>	<p><b>Reflection/Debrief</b></p> <p><input type="checkbox"/> Discuss as a group how this concept of levels of questions could be used in all their other classes (i.e., they can identify which type of tasks they are being assigned, they can create questions of their own, they can evaluate benchmark or other exam questions for complexity)</p>
<p><b>Alternative Ways to present this information</b></p>	<p><input type="checkbox"/> Some teachers like to read a fairy tale to their class and have them make questions about the fairy tale rather than off a picture, as is suggested in this lesson. This gets fun when you get questions such as "How is the first little pig different than the third little pig (level 2)", or "What would happen if Hansel and Gretel did not push the witch into the oven (Level 3)?"</p>

**Extensions**

- ☐ Each day, have students practice identifying levels by finding where on Bloom's or Costa's the tasks you assign them fall
- ☐ Teach one (Costa) or two (Bloom's) level(s) per day, review the definitions of signal words, practice each level before moving to the next by creating questions with homework and/or notes.
- ☐ When reading for information or watching a video for information, have students create questions from each level and answer them. This could be extended further into a Socratic seminar (this strategy to come later!)
- ☐ When reviewing for a test, have students create their own test made up of 5 level 1 questions, 3 level 2 questions, and one level 3 question. Have them discuss and defend why each question is of that level. Then, they can use those questions as study guides.
- ☐ Make a poster of the handout to hang in your classroom.

Adapted from: [www.scoe.org/docs/avid/inquiry\\_script.doc](http://www.scoe.org/docs/avid/inquiry_script.doc)

M on .	T ue .	W ed .	Th ur .	Fri .	Sat . / Sun .