

Costa's Levels of Thinking Flip Book

This is a tool designed as a simple way to increase the levels of questions and thinking of students and teachers in classrooms. Use the KEY WORDS as guides to structuring questions. Complete the QUESTIONS with content which is appropriate to the subject.



Level 1: Gathering

This is the lowest level and it requires one to gather information.

Key Words

Complete
Define
Describe
Identify
List
Observe

Recite
Repeat
Name
State
Recall
Label

Record
Tell
Summarize
Express
Report
Generalize

Questions

What information is given?
What is the formula for...?
Locate....
List the....
When did...?
Give me an example of....
Why did...?
What math concepts...?
Where did...?
Draw a diagram of....

Make a map of....
Illustrate how....
What events led to...?
Describe in your own words....
Who/what were the main...?
What does _____ mean?
Point to the....
What is the definition of...?
What are you being asked to find?
What is...?

Level 1: Gathering

Level 2: Processing

This is the middle level and requires one to process the information.

Key Words

Compare
Contrast
Classify
Explain (Why?)
Distinguish
Sort

Infer
Analyze
Dramatize
Use
Compute
Question

Compose
Plan
Revise
Outline
Separate
Discriminate

Questions

What additional information is needed . . . ?
Compare and contrast
What are you being asked to find?
If . . . then
What other ways could ___ be interpreted?
Would you have done . . . ?
What information supports your claim?
What is important . . . ?
Describe in your own words

How else could you . . . ?
What is the main idea?
Does it make sense to . . . ?
What occurs when . . . ?
Give an example of
Can you see other relationships . . . ?
What evidence . . . ?
Explain the concept of
What other ways . . . ?

Level 2: Processing

Level 3: Applying

This is the highest level and requires one to apply the information.

Key Words

Evaluate
Imagine
Predict
Speculate
Hypothesize
If/Then

Judge
Forecast
Value
Measure
Estimate
Assess

Rate
Justify
Choose
Decide
Why or why not?
Prepare

Questions

Design a ____ to show
What would happen to ___ if . . . ?
Predict what will happen if
How would repeated trials . . . ?
Pretend you are
Design a scenario
What is the most compelling part . . . ?
Design a lab to show
If you were there, would you . . . ?
Describe what might occur

What significance does this hold for . . . ?
Are your results biased?
Do you feel ___ is ethical?
What would the world be like . . . ?
What would it be like to live . . . ?
Hypothesize the results if
What significance is this formula . . . ?
What do you think will happen?
What type of evidence . . . ?
Could this have really . . . ?

Level 3: Applying