Costa's Levels of Thinking

1-Gathering (On the page)		2-Processing (Between the lines)		3-Applying (Off the page)	
Complete	List	Compare	Distinguish	Evaluate	Predict
Identify	Select	Sort	Analyze	Judge	Hypothesize
Recite	Describe	Infer	Classify	If/Then	Imagine
Define	Observe	Contrast	Explain (Why?)	Generalize	Speculate
				Forecast	

☆English☆

1-Gathering (On the page)	2-Processing (Between the lines)	3-Applying (Off the page)
• What information is provided? • Locate in the story where... • When did the event take place? • Point to the... • List 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...?	• 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/she present?	• 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?

Costa's Levels of Thinking

1-Gathering (On the page)		2-Processing (Between the lines)		3-Applying (Off the page)	
Complete Identify Recite Define	List Select Describe Observe	Compare Sort Infer Contrast	Distinguish Analyze Classify Explain (Why?)	Evaluate Judge If/Then Generalize Forecast	Predict Hypothesize Imagine Speculate

1-Gathering (On the page)	2-Processing (Between the lines)	3-Applying (Off the page)
• What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for ...? • List the ... • Name the ... • Where did ...? • What is ...? • When did ...? • Explain the concept of ... • Give me an example of ... • Describe in your own words what _____ means? • What mathematical concepts does this problem connect to? • Draw a diagram of ... • Illustrate how _____ works.	• What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • What occurs when ...? • Does it make sense to ...? • Compare and contrast _____ to _____. . • What was important about...? • What prior research/formulas support your conclusions? • How else could you account for ...? • Explain how you calculate ... • What equation can you write to solve the word problem?	• Predict what will happen to ___ as _____ is changed. • Using a math principle, how can we find ...? • Describe the events that might occur if ... • Design a scenario for ... • Pretend you are ... • What would the world be like if ...? • How can you tell if your answer is reasonable? • What would happen to ___ if ___ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this formula to the subject you're learning? • What type of evidence is most compelling to you?

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1-Gathering (On the page)	2-Processing (Between the lines)	3-Applying (Off the page)
• What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for ...? • List the ... • Name the ... • Where did ...? • Describe in your own words what _____ means. • What science concepts does this problem connect to? • Draw a diagram of ... • Illustrate how ___ works.	• What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • How would you change your procedures to get better results? • What method would you use to ...? • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for ...? • Explain the concept of ...? • Give me an example of ...?	• Design a lab to show ... • Predict what will happen to ___ as _____ is changed. • Using a science principle, how can we find ... • Describe the events that might occur if ... • Design a scenario for ... • Pretend you are ... • What would the world be like if ...? • What would happen to ___ if ___ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel ___ experiment is ethical? • Are your results biased?

Costa's Levels of Thinking

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				Forecast	

☆Social Studies☆

1-Gathering (On the page)	2-Processing (Between the lines)	3-Applying (Off the page)
• What information is provided? • What are you being asked to find? • When did the event take place? • Point to the … • List the … • Name the … • Where did …? • What is …? • Who was/were …? • Make a map of …	• 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? • Compare and contrast _____ to _____? • What other ways could _____ be interpreted? • What things would you have used to …? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of … • Give me an example of …	• 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 event. • Describe the events that might occur if … • Pretend you are … • What would the world be like if …? • How can you tell if your analysis is reasonable? • 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?