

Costa's Level of Questions

Inquiry is an important aspect of curriculum. Inquiry-based learning focuses on the student as learner, developing skillful, open-ended questioning skills. Being able to recognize different levels of questions is beneficial for all students in many areas of learning. Understanding the three levels of questions explained below, designed by Art Costa, is critical for student success.

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| <p>Level One: Text Explicit</p> <p>Readers can point to one correct answer right in the text. Words found in these questions include:</p> <ul style="list-style-type: none"> • defining • observing • describing • naming • identifying • reciting • noting • listing | <ol style="list-style-type: none"> 1. What is the stated main idea? What is the topic of the article? 2. What is the author's central claim? 3. What type of evidence does the author use? (Anecdotal, statistics, experts, etc.) 4. Who is the author? What are his or her experiences? 5. What problem does the author present? What is his or her solution? <p>Sample Questions</p> <ul style="list-style-type: none"> • Define irony. (English) • Identify the starting date of the American Revolution. (History) • Define tangent. (Math) • Define photosynthesis. (Science) |
| <p>Level Two: Text Implicit</p> <p>Readers infer answers from what the text implicitly states, finding answers in several places in the text. Words found in these questions include:</p> <ul style="list-style-type: none"> • analyzing • grouping • synthesizing • comparing/contrasting • inferring • sequencing | <ol style="list-style-type: none"> 1. How does the title relate to the information in the text? 2. How have the author's experiences (both professional and academic) influenced what he or she has written? 3. How does the author structure the text? 4. How does the text relate to the concepts in the class? 5. How do the ideas in _____ (text A) compare to those in _____ (text B)? 6. In what ways does this article challenge (or extend) the ideas in the class? 7. What is the author's attitude toward the subject? 8. How might we describe the author's tone in the text? 9. What does the author argue first, second, and third? 10. Who is the author's intended audience? How do we know? <p>Sample Questions</p> <ul style="list-style-type: none"> • Compare and contrast Mr. Frank and Mr. Van Daan in Anne Frank: Diary of a Young Girl. (English) • Analyze the causes of the American Revolution. (History) • Compare the square root of 49 to the square root of 64. Which is greater? (Math) • Diagram and order the stages of photosynthesis. (Science) |

Level Three: Experience Based

Readers think beyond what the text states. Answers are based on reader's prior knowledge/experience and will vary. Words found in these questions include:

- evaluating
- judging
- applying a principle
- speculating
- imagining
- predicting
- hypothesizing

1. Is the evidence in the text credible or reliable?
2. Is the author credible?
3. How might _____ (provide an audience) respond to this text?
4. Does the author successfully support his or her claims?
5. What could the author do to make the text more effective?
6. Who would care about the ideas in the text?
7. What does the author hope his or her audience will do as a result of reading the text?
8. How might we extend the ideas in the text to other classes, contexts, or discussions?
9. How is the author's claim or main idea significant to your life?
10. Why is the author's claim important for us to consider?

Sample Questions

- Predict how Charlie Gordon will change after his operation in Flowers for Algernon. (English)
- Imagine you were a soldier fighting in the Civil War. How would you feel? (History)
- Apply the Pythagorean theorem to find the measurement of this triangle. (Math)
- Diagram the stages of photosynthesis and predict how long each takes. (Science)