

Using your knowledge to solve problems

Initial analysis:

Where did _____?
When is it that _____?
Who could _____?
When is _____?
What are _____?
Are there _____?

Deeper comparative analysis:

How is _____ like _____?
How is _____ different to
_____?
What distinguishes _____?
Why is _____ important to
_____?

Adapted from Lisa Ashes' 'Manglish' and Andrew Chandler-Grevatt's 'How to assess your students'.

Making and supporting judgements:

Why is it that _____?
Is it right to _____?
I wonder why _____?
How could it _____?
When is it that _____?
Why are _____?
Why is it that _____?
What is your opinion about _____ and why?

Meta-analysis:

What did you get wrong? Do you know why you got it wrong?
What do you need to do to improve? How could you make that improvement?
What have you learned by doing this?
What did you do to be able to achieve that?
What do you still need to do to master that task or skill?
What have you learned from others in this lesson?
Have you made progress? How do you know?

Making inferences:

What if _____?
Does it matter if _____?
How can _____?
What could happen if _____?
If I _____ could _____?
Can _____?
Would it matter if _____?

Deductive reasoning:

If we accepted that _____ why
might it follow that _____?
Would _____ be possible if
_____?
If it were possible that _____
could _____?
Why might _____ not lead to
_____?