

# Critical Thinking Questions Based on Webb's DOK Levels

To encourage critical reading skills, specifically Level II skills which make up 70% of the FCAT, design questions in your activities and assessments that target application, analysis, synthesis, and evaluation.

---

**Level 2: Skill/Concept** – use of information, conceptual knowledge, procedures, two or more steps.

*Key words:* categorize, cause/effect, classify, collect & display, compare, construct, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, separate, show, summarize, use context clues

*Questions:*

- How would you use . . . ?
  - What examples can you find to . . . ?
  - How would you organize \_\_\_\_\_ to show . . . ?
  - How would you show your understanding of . . . ?
  - 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 . . . ?
- 

**Level 3: Strategic Thinking** – requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer; 3 or more steps

*Key words:* apprise, assess, cite evidence compare, construct, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine patterns

*Questions:*

- What are the parts or features 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 difference 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 . . . ?

**Level 4: Extended Thinking** – requires an investigation; time to think and process multiple conditions of the problem or task.

*Key Words:* analyze, apply concepts, connect, create, critique, design, prove, synthesize

*Questions:*

- What changes would you make to solve . . . ?
- How would you improve . . . ?
- What would happen if . . . ?
- Can you elaborate on the reason . . . ?
- Can you propose an alternative . . . ?
- Can you invent . . . ?
- How would you adapt \_\_\_\_\_ to create a different . . . ?
- How could you change (modify) the plot (plan) . . . ?
- What could be done to minimize (maximize) . . . ?
- What way would you design . . . ?
- What could be combined to improve (change) . . . ?
- Suppose you could \_\_\_\_\_ what would you do . . . ?
- How would you test . . . ?
- Can you formulate a theory for . . . ?
- Can you predict the outcome if . . . ?
- 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 . . . ?
- 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 rate the . . . ?
  - What would you cite to defend the actions . . . ?
  - 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 . . . ? people . . . ?
- 

