

# Using Questions to Identifying Levels of Comprehension

Teachers can identify the level of comprehension of a question by using the following definitions and answering the related questions. It is good practice not only to be able to identify the level of comprehension of a question but to be able to ask questions of comprehension on all four levels during discussions and individual conferences. Studies looking at the levels of comprehension of questions asked in classrooms and in textbooks indicate that most questions are literal with not much variation in level. If we want our students to think creatively and critically, we need to be able to ask questions that require those kinds of thought patterns in order to answer.

## 1. Literal \*

The answer to the question is stated directly (word for word) in the text or the speech. "What are the four levels of questions that can be used to determine students' comprehension or understanding material?" is an example.

## 2. Interpretive \*

The answer to the question is not directly stated in the material but enough detail is given so that the answer makes sense. Is the answer based upon details in the material but not directly stated? "What details in the material give you that idea?" is a question you should ask to verify whether the inference or generalization is warranted.

## 3. Critical \*

The reader/listener makes judgements about the accuracy of the information, identifies fiction, and identifies and analyzes propaganda. Is judgement about accuracy or truth asked for? Is fact or truth in question?

## 4. Creative \*

The reader/listener involves herself in the material or extends the material. Does the question ask for something new to be created? "What would you have done if you were in his/her place?" is an example. "What do you think happened before this, or after this?" is another example.