

### Barrett's Taxonomy of Cognitive Difficulty of Questions

Level	Description	Skills	Question starters
1. Literal comprehension	Requires the student to focus on ideas and information explicitly stated in text	Recognition or recall of details	Find... Show me...
		Recognition or recall main ideas	Locate... Identify...
		Recognition or recall of sequence	Point out... Read the line that...Tell me..State...
		Recognition or recall of comparisons	List... Recall... Describe...
		Recognition or recall of cause-effect relationships	What caused...What part of the story describes...
2. Reorganisation	Requires the student to recall from memory information explicitly stated in the text	Classifying	Compare... Contrast...
		Outlining	List... Paraphrase...
		Summarising	Classify... Divide...
		Synthesising	Summarise... "How is... different than" "How is... the same as"
3. Inferential comprehension	Requires the student to use information explicitly stated in the text along with personal experience and knowledge in order to conjecture and to form hypotheses.	Inferring supporting details: requires the student to conjecture about information that might have been included in the text.	Pretend... Suppose... Could...
		Inferring the main idea	How would...
		Inferring sequence: requires the student to conjecture about what might have occurred in addition to explicitly stated events; includes conjecture about extending events beyond the completion of the text.	What might have happened if... If we assume, what might... What would be the consequences if...
		Inferring comparisons	What are the implications of...
		Inferring cause-and-effect relationships	Interpret the following figurative expressions...
	Inferring character traits		
	Predicting outcomes	Requires the student to conjecture about the outcome of the text after considering a portion of it	
	Interpreting figurative language	Requires the student to infer literal meanings from the author's figurative use of language	
4 Evaluation	Requires the student to compare information and ideas in a text with material presented by the instructor or other authorities and with the student's own knowledge and experience in order to form judgments of various kinds.	Judgments of reality and fantasy: require the student to answer the question, "Could these events really happen?"	Could this really happen... Should...
		Judgments of fact or opinion: require the student to evaluate the author's or speaker's ability to provide support for conclusions and the author's or speaker's intent	In your opinion... Do you agree... Do you believe... Would you have...
		Judgments of adequacy and validity: require the student to compare the text to related materials in order to express agreement or disagreement	Is it right that...
		Judgement of appropriateness: require the student to determine which part of the text is most important	
		Judgments of worth, desirability, and acceptability: require the student to make judgments based on value systems, morality, personal experience, etc.	
5. Appreciation	Emotional and aesthetic response. Requires the student to articulate emotional and aesthetic responses to the text according to personal standards and to professional standards of literary forms, styles, genres, theories, personal experience, etc.	Emotional response to the text: requires the student to articulate feelings of interest, boredom, excitement, etc.	Do you know anyone like... What did you think when... Did you (dis)like...
		Identification with characters or incidents	Why did you (dis)like...
		Reactions to the author's or speaker's connotative and denotative use of language	
		Reactions to imagery	



# Fly Away Home

	Skills	Question / Instruction
Literal	Recognition or recall of details	Locate the name of the boy
	Recognition or recall main ideas	What is the first rule of living at the airport?
	Recognition or recall of sequence	What happens between 2:00 and 4:00 am?
	Recognition or recall of comparisons	How are Danny and Andrew alike?
	Recognition or recall of cause-effect relationships	Why was the lady with the trolley moved out of the airport?
	Recognition or recall of character traits	How old is Danny?
Reorganisation	Classifying	What are the names of the various airlines in the story?
	Outlining	Make a time-line of events in the story
	Summarising	Re-tell the story in your own words.
	Synthesising	Tell the story of the bird.
Inference	Inferring supporting details: requires the student to conjecture about information that might have been included in the text.	In which country was this story set? How do you know?
	Inferring the main idea	What is the significance of the bird in the story?
	Inferring sequence: requires the student to conjecture about what might have occurred in addition to explicitly stated events; includes conjecture about extending events beyond the completion of the text.	What is the weekly routine of the family? Suggest details based on the text.
	Inferring comparisons	Why do you think Danny does not go to school, but Andrew will?
	Inferring cause-and-effect relationships	What will happen if Andrew and his father get caught?
	Inferring character traits	Why do you think Andrew holds onto hope despite his sadness and anger?
	Predicting outcomes	What do you think will happen when Andrew turns five? Explain.
	Requires the student to infer literal meanings from the author's figurative use of language	Why do you think Mars Man has that name?
Evaluation	Judgments of reality and fantasy: require the student to answer the question, "Could these events really happen?"	Are the events in the story likely to happen? Explain.
	Judgments of fact or opinion: require the student to evaluate the author's or speaker's ability to provide support for conclusions and the author's or speaker's intent	Is it true in this situation that "sitting together gets you noticed"? Why?
	Judgments of adequacy and validity: require the student to compare the text to related materials in order to express agreement or disagreement	Does the story represent homelessness realistically? Give reasons for your opinion.
	Judgment of appropriateness: require the student to determine which part of the text is most important (e.g. in defining characters, in determining outcomes, etc.)	Which part/s of the story illustrate dad's character most effectively?
	Judgments of worth, desirability, and acceptability: require the student to make judgments based on value systems, morality, personal experience, etc.	Is living in the airport the right thing to do?
Appreciation	Emotional response to the text: requires the student to articulate feelings of interest, boredom, excitement, etc.	Which parts of the story made you feel hopeful? Which parts seemed hopeless?
	Identification with characters or incidents	How would you feel in this situation?
	Reactions to the author's use of language	How does the author use language to show the relationship between Andrew and his father?
	Reactions to imagery	Describe the use of colour throughout the story. What feelings, themes, responses, comparisons do you think the illustrator want to elicit?