

HIGHER LEVEL THINKING ON TPRS TESTING SESSION OUTLINE MICHAEL MILLER

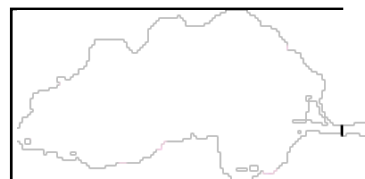
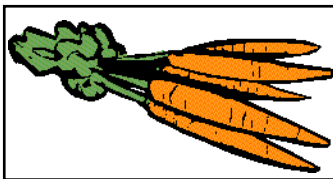
Hopefully, TPRS teachers have progressed out of test questions which look like this:

Yo / tener / dos / taco / sabroso

BOOORING! And useless in measuring communication. But do we stick with only the lowest levels of thinking processes with our TPRS tests? Are our tests straight vocabulary matching?

- | | |
|-------------------|----------------------|
| 1) un costume | a) (a pair of) pants |
| 2) des chaussures | b) shoes |
| 3) un pantalon | c) green |
| 4) vert | d) suit |

Or maybe there is picture identification:



- 1) der Apfel 2) die Weintrauben 3) die Mohrrübe

Nice. But we can do better. We can get our kids to think with higher cognitive processes. And this can start in classical TPR. Samples using Bloom's Taxonomy:

1) Knowledge:

2) Comprehension:

3) Application:

4) Analysis:

5) Synthesis:

6) Evaluation:

Let's get more specific with TPRS. Here are some ideas:

Knowledge:

List:

Describe (one word):

Translate:

Draw (one word):

Locate:

Matching phrases:

Comprehension:

Restate:

Describe (concept):

Draw (scene):

Compare:

Summarize/outline:

Sequence:

Story questions:

Personal questions:

Application:

Classify:

Jeopardy:

Best answer to a question:

Menu:

Floor plan:

Grammar:

Family Tree:

Converting time: (12-hour clock to 24-hour clock)

Analysis:

Compare/Contrast:

Synonyms/Antonyms:

Analyze family tree:

Fact/Opinion:

Logical/Illogical:

Find errors:

Figure out words from context:

Present/past

Evaluation:

Argue an opinion:

Rate (best, worst, etc.):

Recommend:

Commercial:

What would you do if:

Debate:

Synthesis:

Write a story:

End a story:

Combine fairy tales:

Penpal letter:

Skit:

Class schedule:

NOTES

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