

# Blank Question levels

## LEVEL I - MATCHING PERCEPTION

SCANNING FOR A MATCHING OBJECT  
IDENTIFYING AN OBJECT BY SOUND  
IDENTIFYING AN OBJECT BY TOUCH  
NAMING AN OBJECT HEARD  
NAMING AN OBJECT TOUCHED  
NAMING AN OBJECT SEEN  
IMITATING A SIMPLE SENTENCE  
REMEMBERING PICTURED OBJECTS  
REMEMBERING INCIDENTAL INFORMATION

(Find one like this...)  
(Show me what you heard)  
(Show me what you touched)  
(What did you hear?)  
(What did you touch?)  
(What is this?)  
(Say this...)  
(What did you see?)  
(What did you see?)

## LEVEL II - SELECTIVE ANALYSIS OF PERCEPTION

SCANNING FOR OBJECT DEFINED BY FUNCTION  
DESCRIBING A SCENE  
RECALLING ITEMS NAMED IN A STATEMENT  
RECALLING INFORMATION FROM A STATEMENT  
COMPLETING A SENTENCE  
CONCEPTS:  
NAMING CHARACTERISTICS/FUNCTIONS OF OBJECTS  
ATTENDING TO TWO CHARACTERISTICS  
IDENTIFYING DIFFERENCES  
CITING AN EXAMPLE WITHIN A CATEGORY

(Find one that can...)  
(What is happening?)  
(What things....?)  
(Who, What, Where?)  
(Finish this....)  
  
(Tell me its.....)  
(Find one that is.... and .....)  
(How are these different?)  
(Name something that is a ...)

## LEVEL III - REORDERING PERCEPTION

SCANNING FOR OBJECT - INTEGRATING VERBAL & VISUAL  
DESCRIBING EVENTS SUBSEQUENT TO A SCENE  
ASSUMING THE ROLE OF ANOTHER PERSON  
FOLLOWING A SET OF DIRECTIONS  
ARRANGING PICTURES IN A SEQUENCE  
FORMULATING A SET OF DIRECTIONS  
FORMULATING A GENERALISATION ABOUT SET OF EVENTS  
FORMULATING STATEMENT TO UNIFY SET OF PICTURES  
CONCEPTS:  
IDENTIFYING SIMILARITIES  
SELECTING AN OBJECT BY EXCLUSION  
SELECTING A SET OF OBJECTS BY EXCLUSION  
CITING AN EXAMPLE BY EXCLUDING A SPECIFIC OBJECT  
CITING AN EXAMPLE BY EXCLUDING A CLASS OF OBJECTS  
DEFINING WORDS  
UNUSUAL IMITATION

(Find one to use with this)  
(What will happen next?)  
(What could he say?)  
(Do .....then.....)  
(Make these into...)  
(Tell me how to...)  
(What happened to all of these?)  
(Tell this story)  
  
(How are these the same?)  
(What else....?)  
(Find the things that are not.....)  
(Name something that can.. but is not a.)  
(Name something that is not a ....)  
(What is a .....)  
(Say this after me.....)

## LEVEL IV - ANALYSIS OF PERCEPTION

PREDICTING CHANGES IN POSITION  
PREDICTING CHANGES IN STRUCTURE  
JUSTIFYING A PREDICTION  
JUSTIFYING A DECISION  
JUSTIFYING A DECISION: ESSENTIAL CHARACTERISTICS  
JUSTIFYING A DECISION: NONESSENTIAL CHARACTERISTICS  
IDENTIFYING THE CAUSES OF AN EVENT  
FORMULATING A SOLUTION  
FORMULATING A SOLUTION FROM ANOTHER'S PERSPECTIVE  
SELECTING THE MEANS TO A GOAL  
EXPLAINING THE MEANS TO A GOAL  
EXPLAINING THE CONSTRUCTION OF OBJECTS  
EXPLAINING AN INFERENCE DRAWN FROM AN OBSERVATION  
EXPLAINING THE LOGIC OF COMPOUND WORDS  
EXPLAINING THE OBSTACLES TO AN ACTION

(Where will .....?)  
(What will happen if.....?)  
(Why will.....?)  
(Why will.....?)  
(Why wouldn't it.....?)  
(Why would it.....?)  
(What made it happen?)  
(What could you do?)  
(What could she/he do?)  
(What could we use?)  
(Why should we use that?)  
(Why is.....made of.....?)  
(How can we tell.....?)  
(Why is this called.....?)  
(Why can't we.....?)

# Blank Questioning Levels

This hierarchy of questioning levels was first devised by a researcher by the name of Marion Blank. After observing and recording the types of questions teachers and parents ask children, she divided the questions into four levels of increasing complexity (based on level of abstraction and difficulty of response required). They are not new questions, it's just a different way of thinking about them. This hierarchy can help us to monitor children's comprehension and structure the type of questions we ask.

## **Level 1 (Matching)** - *Develops at approximately 3 years of age (2-3 year olds)*

At this level children have to respond to, or talk about things they can see, or have seen. Only short answers are required and sometimes pointing is sufficient. These are the simplest types of questions to understand.

- *Find one like this*
- *What's this?*
- *What did you see?*
- *Who's this?*
- *What are you doing? / What am I doing?*
- *Say this \_\_\_\_\_.*

## **Level 2 (Selective Analysis)** - *Develops at approximately 4 years of age (3-4 year olds)*

At this level, children still focus on what they can see, but in more detail. They must focus on different characteristics such as shape, size, colour or use an object.

- *Find something that can \_\_\_\_\_.*
- *What's happening?*

(Children are encouraged to describe things and remember details like what? who? where?)

- *What shape/ size/ colour is it?*
- *How many?*
- *How are \_\_\_\_\_ and \_\_\_\_\_ different?*
- *Tell me something that is a kind of \_\_\_\_\_.* (vegetable etc)
- *Find something that is \_\_\_\_\_ and \_\_\_\_\_.* (large and heavy)
- *What do you do with \_\_\_\_\_?* (scales, scissors).

### **Level 3 (Reorganising)** - Develops at approximately 4 1/2 years of age (4-5 year olds)

At this level, children need to focus on less obvious details and evaluate things. They must think more deeply about the answers.

- *Find one to use with this....* (identifying an object that goes with a given one)
- *What will happen next?*
- *What could s/he say?*
- *Tell me what to do (explaining a procedure)*
- *Do \_\_\_\_\_ and then \_\_\_\_\_.*
- *How are \_\_\_\_\_ and \_\_\_\_\_ the same?*
- *Show me something that does not \_\_\_\_\_* (characteristic or action)
- *Show me something that is not \_\_\_\_\_.* (in a given category e.g. fruit).
- *Tell me something that can \_\_\_\_\_, but is not a \_\_\_\_\_.* (run, but is not a horse).
- *What else could we use?*
- *What is a \_\_\_\_\_?* (defining a word)

### **Level 4 (Reasoning)** -Emerges around 5 years of age & is still developing at 6 years of age

This level involves thinking about what might happen. Children need to go beyond what is in front of them. (5 years+)

- *What will happen if \_\_\_\_\_?* (The fence breaks).
- *Why?* (Did you choose \_\_\_\_\_; Did the girl fall off her bike?).
- *What made /Why did \_\_\_\_\_ happen?* (What made/ Why did the eggs break?).
- *What would you do if \_\_\_\_\_?* (You saw your friend fall over?).
- *What else could we use to \_\_\_\_\_?* (Make a fence).
- *Why can't we use \_\_\_\_\_ for \_\_\_\_\_?* (Cotton wool for houses).
- *Why is a \_\_\_\_\_ made of \_\_\_\_\_?* (House made of bricks).
- *How can you tell \_\_\_\_\_?* (if the boy is happy?).

# The Perceptual - Language Distances Between The Items Perceived and The Language Used to Discuss them

1



What is this?  
Find one like this.  
Say: 'This is a tea cup.'

2



What do you do with this?

You drink from a ....

Find a cup that is big and blue.

What makes a cup and a glass different?

3



Tell me how to use this.  
How are a cup and a glass the same?

Find things that are not cups.

Tell me something that holds water but is not a cup.

4



Why is this called a tea cup?  
If it didn't have a handle would it still be a cup? Why?

What could you use if you didn't have a cup?

**MATCHING PERCEPTION**

**SELECTIVE ANALYSIS OF PERCEPTION**

**RE ORDERING PERCEPTION**

**REASONING ABOUT PERCEPTION**

— INCREASING PERCEPTUAL - LANGUAGE DISTANCE —→