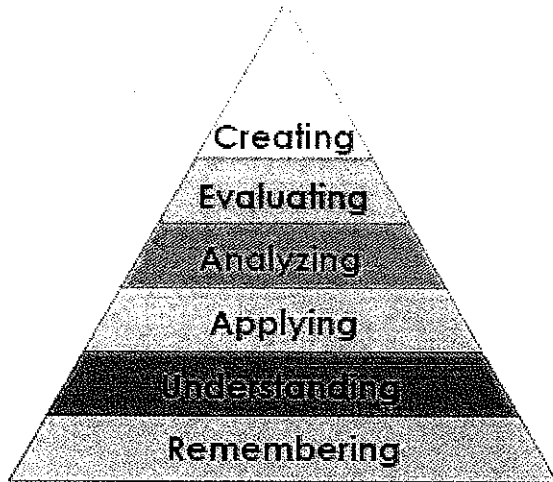


## Bloom Taxonomy



<i>Remembering</i> : can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
<i>Understanding</i> : can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
<i>Applying</i> : can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
<i>Analyzing</i> : can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
<i>Evaluating</i> : can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
<i>Creating</i> : can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Use of questions by a teacher or aide:

- for understanding of directions or concepts
  - to see if students are focused
  - with only one answer—lower level of Bloom's taxonomy
  - with multiple answers (open-ended)—upper level of Bloom's taxonomy, for opinions, applying what they've learned to new situations, making personal meaning
  - Teacher reverted students' questions back to the class.
  - Wait time. Silence is necessary for reflecting. Don't fill the silence.
  - How the teacher responds to questions sets a tone in a class.
- "There's no such thing as a stupid question." Does the teacher allow different answers, different ways of looking at questions?



## Bloom's Taxonomy Question Stems

### Knowledge

- What happened after . . . ?
  - How many . . . ?
  - Who was it that . . . ?
  - Can you name the . . . ?
  - Described what happened at . . . ?
  - Who spoke to . . . ?
  - Can you tell why . . . ?
  - Find the meaning of . . . ?
  - What is . . . ?
  - Which is true or false . . . ?
- 

### Comprehension

- Can you write in your own words . . . ?
  - Can you write a brief outline . . . ?
  - What do you think might happen next . . . ?
  - Who do you think . . . ?
  - What was the main idea . . . ?
  - Who was the key character . . . ?
  - Can you distinguish between . . . ?
  - What differences exist between . . . ?
  - Can you provide an example of what you mean . . . ?
  - Can you provide a definition for . . . ?
- 

### Application

- Do you know another instance where . . . ?
- Could this have happened in . . . ?
- Can you group by characteristics such as . . . ?
- What factors would you change if . . . ?
- Can you apply the method used to some experience of your own . . . ?
- What questions would you ask of . . . ?
- From the information given, can you develop a set of instructions about . . . ?
- Would this information be useful if you had a . . . ?



## Bloom's Taxonomy Question Stems

### Analysis

- Which events could have happened . . . ?
- If . . . happened, what might the ending have been?
- How was this similar to . . . ?
- What was the underlying theme of . . . ?
- What do you see as other possible outcomes?
- Why did . . . changes occur?
- Can you compare your . . . with that presented in . . . ?
- Can you explain what must have happened when . . . ?
- How is . . . similar to . . . ?
- What are some of the problems of . . . ?
- Can you distinguish between . . . ?
- What were some of the motives behind . . . ?
- What was the turning point in the game . . . ?
- What was the problem with . . . ?

---

### Synthesis

- Can you design a . . . to . . . ?
- Why not compose a song about . . . ?
- Can you see a possible solution to . . . ?
- If you had access to all resources how would you deal with . . . ?
- Why don't you devise your own way to deal with . . . ?
- What would happen if . . . ?
- How many ways can you . . . ?
- Can you create new and unusual uses for . . . ?
- Can you write a new recipe for a tasty dish?
- Can you develop a proposal which would . . . ?

---

### Evaluation

- Is there a better solution to . . . ?
- Judge the value of . . . ?
- Can you defend your position about . . . ?
- Do you think . . . is a good or a bad thing?
- How would you have handled . . . ?
- What changes to . . . would you recommend?
- Are you a . . . person?
- How would you feel if . . . ?
- How effective are . . . ?
- What do you think about . . . ?