

Bloom's Taxonomy was designed to help categorize the levels of questions that are used in classrooms. It has been expanded to become a tool for thinking about instruction/instructional tasks.

| Knowledge | |
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| Description | Skills Demonstrated |
| Retrieving, recognizing, and recalling relevant knowledge from long-term memory | <ul style="list-style-type: none"> • Information recall • Knowledge of dates, events, places, people • Knowledge of major ideas • Basic mastery of subject content |
| Sample Verbs | |
| Cite, Give, Match, Recall, Record, Relate, Select from a List, State, Tell how to, Underline, Write directions for, Collect, Define, Describe, Examine, Identify, Label, List, Name, Quote, Show, Tabulate, Tell <i>What, When, Where, Who</i> | |
| Question Stems | |
| What is ...? Where is ...? How did ... happen? Why did ...? When did ...? How would you show...? Who were the main ...? How would you explain ...? What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...? | |
| Potential Activities and Products | |
| Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the in the story. Make a chart showing.. Make an acrostic. Recite a poem. | |

| Comprehension | |
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| Description | Skills Demonstrated |
| Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining | <ul style="list-style-type: none"> • Understand information • Put information in new context • Compare, contrast, interpret facts • Predict, order, group, infer causes and consequences |
| Sample Verbs | |
| Associate, Contrast, Describe, Differentiate, Discuss, Distinguish, Explain, Express, Estimate, Extend, Group, Infer, Interpret, Order, Predict, Summarize, Identify, Locate, Recognize, Report, Restate, Review, Translate | |
| Question Stems | |
| <p>How would you compare ...? Contrast?</p> <p>State or interpret in your own words ...?</p> <p>How would you rephrase the meaning of ...?</p> <p>What is meant by ...?</p> <p>What can you say about ...?</p> <p>Which is the best answer ...?</p> <p>What happened first, second, third, ...?</p> <p>What facts or ideas show ...?</p> <p>What is the main idea of ...?</p> <p>How would you classify the type of ...?</p> <p>Write in your own words...?</p> <p>Write a brief outline of...?</p> <p>What do you think might happen next...?</p> <p>Who do you think...?</p> <p>Who was the key character...?</p> <p>Can you distinguish between...?</p> <p>What differences exist between...?</p> <p>Can you provide an example of what you mean...?</p> <p>Can you provide a definition for...?</p> | |
| Potential Activities and Products | |
| <p>Cut out or draw pictures to show a particular event.</p> <p>Illustrate what you think the main idea was.</p> <p>Make a cartoon strip showing the sequence of events.</p> <p>Write and perform a play based on the story.</p> <p>Retell the story in your words.</p> <p>Paint a picture of some aspect you like.</p> <p>Write a summary report of an event.</p> <p>Prepare a flow chart to illustrate the sequence of events.</p> <p>Make a coloring book.</p> | |

| Application | |
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| Description | Skills Demonstrated |
| Carrying out or using a procedure through executing or implementing | <ul style="list-style-type: none"> • Apply or use information • Use information in new context • Solve problems using information |
| Sample Verbs | |
| Apply, Assign, Calculate, Change, Classify, Complete, Demonstrate, Discover, Examine, Experiment, Illustrate, Modify, Relate, Show, Solve, Dramatize, Employ, Interpret, Operate, Practice Schedule, Sketch, Use | |
| Question Stems | |
| <p>How would you use ...?</p> <p>What examples can you find to ...?</p> <p>How would you solve . . . using what you've learned?</p> <p>How would you organize ... to show ...?</p> <p>How would you show your understanding of ...?</p> <p>How would you classify (or divide) ...?</p> <p>What elements would you choose to change ...?</p> <p>What facts would you select to show ...?</p> <p>Do you know another instance when...?</p> <p>Could this have happened in...?</p> <p>Can you group by characteristics such as...?</p> <p>What factors would you change if...?</p> <p>Can you apply the method used to some experience of your own...?</p> <p>What questions would you ask of...?</p> <p>From the information given, can you develop a set of instructions about...?</p> <p>Would this information be useful if you had a...?</p> | |
| Potential Activities and Products | |
| <p>Construct a model to demonstrate how it will work.</p> <p>Make a diorama to illustrate an important event.</p> <p>Make a scrapbook about the areas of study.</p> <p>Make a paper-mache map to include relevant information about an event.</p> <p>Take/make a collection of photographs to demonstrate a particular point.</p> <p>Make up a puzzle game using the ideas from the study area.</p> <p>Make a clay model of an item in the material.</p> <p>Design a market strategy for your product using a known strategy as a model.</p> <p>Dress a doll in national costume.</p> <p>Paint a mural using the same materials.</p> <p>Write a textbook about... for others.</p> | |

| Analysis | |
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| Description | Skills Demonstrated |
| Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing | <ul style="list-style-type: none"> • Recognizing patterns • Organizing parts • Looking for hidden meanings • Determining components |
| Sample Verbs | |
| Analyze, Arrange, Classify, Compare, Connect, Divide, Explain, Infer, Order, Select, Separate, Appraise, Calculate, Categorize, Contrast, Criticize, Debate, Diagram, Differentiate, Distinguish, Examine, Experiment, Inspect, Inventory, Question, Relate, Solve | |
| Question Stems | |
| <p>What are the parts of/features of ...?</p> <p>How is ... related to ...?</p> <p>What is the theme of ...?</p> <p>What motive is there ...?</p> <p>List the critical attributes of ...?</p> <p>What inferences can you make ...?</p> <p>What evidence can you find ...?</p> <p>What is the relationship between...?</p> <p>Make a distinction between ...?</p> <p>What is the function of ...?</p> <p>What ideas justify ...?</p> <p>Which events could have happened if...?</p> <p>If. . . happened, what might the ending have been?</p> <p>How was this similar to ...?</p> <p>What was the underlying theme of...?</p> <p>What do you see as other possible outcomes?</p> <p>Can you compare your. . . with that presented in...?</p> <p>Can you explain what must have happened when...?</p> <p>How is . . . similar to ...?</p> <p>What are some problems of ...?</p> <p>What were some of the motives behind ...?</p> <p>What was the turning point in the ...?</p> <p>What was the problem with...?</p> | |
| Potential Activities and Products | |
| <p>Design a questionnaire to gather information.</p> <p>Write a commercial to sell a new product.</p> <p>Conduct an investigation to produce information to support a view.</p> <p>Make a flow chart to show the critical stages.</p> <p>Construct a graph to illustrate selected information.</p> <p>Make a family tree showing relationships.</p> <p>Put on a play about the study area.</p> <p>Write a biography of the study person.</p> <p>Prepare a report about the area of study.</p> <p>Arrange a party. Make all the arrangements and record the steps needed.</p> <p>Review a work of art in terms of form, color and texture.</p> | |

| *Synthesis/Creating | |
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| Description | Skills Demonstrated |
| Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing | <ul style="list-style-type: none"> • Generalize from given information • Connect knowledge from several areas • Draw conclusions • Create new ideas from old ones |
| Sample Verbs | |
| Arrange, Assemble, Collect, Combine, Compose, Create, Design, Formulate, Generalize, Integrate, Invent, Modify, Plan, Prepare, Rearrange, Rewrite, Substitute, What If?, Conclude, Construct, Determine, Diagnose, Differentiate, Dissect, Examine, Formulate, Manage, Propose, Refute, Set Up | |
| Question Stems | |
| <p>What changes would you make to solve ... AND justify with evidence from ... (sources)</p> <p>How would you improve ...? AND justify with evidence from... (sources)</p> <p>What would happen if ...? AND justify with evidence from... (sources)</p> <p>Propose an alternative ... ?? AND justify with evidence from... (sources)</p> <p>How would you adapt ... to create a different? AND justify with evidence from... (sources)</p> <p>Formulate a theory for ... ?? AND prove with evidence from... (sources)</p> <p>Predict the outcome for ... ?? AND justify with evidence from... (sources)</p> <p>Can you design a ... to...?</p> <p>Why not compose a song about ...?</p> <p>Can you see a possible solution to ...?</p> <p>If you had access to all resources, how would you deal with ...?</p> <p>Why don't you devise your own way to ...?</p> <p>What would happen if ...?</p> <p>How many ways can you ...?</p> <p>Can you create new and unusual uses for ...?</p> <p>Can you develop a proposal which would ...?</p> | |
| Potential Activities and Products | |
| <p>Invent a machine to do a specific task.</p> <p>Design a building to house your study.</p> <p>Create a new product. Give it a name and plan a marketing campaign.</p> <p>Write about your feelings in relation to...</p> <p>Write a TV show, play, puppet show, role play, song or pantomime about...?</p> <p>Design a record, book, or magazine cover for...?</p> <p>Make up a new language code and write material using it.</p> <p>Sell an idea.</p> <p>Devise a way to...</p> <p>Compose a rhythm or put new words to a known melody.</p> | |

| Evaluation | |
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| Description | Skills Demonstrated |
| Marking judgments based on criteria and standards through checking and critiquing | <ul style="list-style-type: none"> • Compare and evaluate between ideas • Discriminate between ideas • Assess theories • Make choices • Evaluate evidence |
| Sample Verbs | |
| Appraise, Assess, Check, Choose, Compare, Conclude, Convince, Decide, Critique, Discriminate, Explain, Grade, Judge, Measure, Rank, Recommend, Select, Summarize, Support, Test, Determine value of, Estimate, Monitor, Research, Review, Revise, Value | |
| Question Stems | |
| <p>What is your opinion of ... and justify with evidence from ...?</p> <p>Assess the value or importance of ... and defend with evidence from ...?</p> <p>Why did the character choose ... and justify with evidence from ...?</p> <p>How would you evaluate ... and explain using evidence from ...?</p> <p>What choices would you have made...and explain using evidence from...?</p> <p>Based on what you know, how would you explain...?</p> <p>Is there a better solution to...? Support.</p> <p>Judge the value of ...? Support.</p> <p>Defend your position about/on ...?</p> <p>Do you think ... is a good or bad thing? Support.</p> <p>How would you have handled ...?</p> <p>What changes to ... would you recommend? Support.</p> <p>How would you feel if...? Support.</p> <p>How effective are ...? Support.</p> <p>Why was it better that ... and prove with support from ...?</p> <p>What do you think about ...?</p> | |
| Potential Activities and Products | |
| <p>Prepare a list of criteria to judge a ... show. Indicate priority and ratings.</p> <p>Conduct a debate about an issue of special interest.</p> <p>Make a booklet about 5 rules you see as important. Convince others.</p> <p>Form a panel to discuss views, eg "Learning at School."</p> <p>Write a letter to ... advising on changes needed at...</p> <p>Write a half yearly report.</p> <p>Prepare a case to present your view about...</p> | |