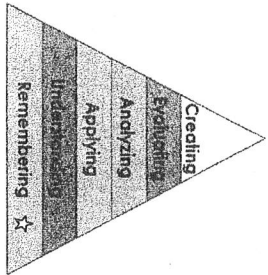


Revised Bloom's Taxonomy – Question Starters

Remembering - Knowledge
Recall or recognize information, and ideas

- The teacher should:
- Present information about the subject to the student
 - Ask questions that require the student to recall the information presented
 - Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

- Question prompts**
- What do you remember about _____?
 - How would you define _____?
 - How would you identify _____?
 - How would you recognize _____?
 - What would you choose _____?
 - Describe what happens when _____?
 - How is (are) _____?
 - Where is (are) _____?
 - Which one _____?
 - Who was _____?
 - Why did _____?
 - What is (are) _____?
 - When did _____?
 - How would you outline _____?
 - List the _____ in order.



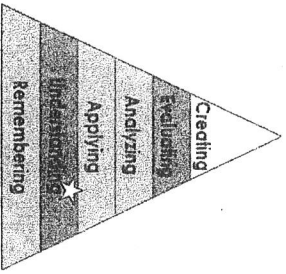
Anderson & Krathwohl, 2001

Understanding-Comprehension

Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

- The teacher should:
- Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea.
 - Give tests based on classroom instruction

- Question prompts:**
- How would you compare _____? Contrast _____?
 - How would you clarify the meaning _____?
 - How would you differentiate between _____?
 - How would you generalize _____?
 - How would you express _____?
 - What can you infer from _____?
 - How would you identify _____?
 - How can you describe _____?
 - Will you restate _____?
 - Elaborate on _____?
 - What would happen if _____?
 - What is the main idea of _____?
 - What can you say about _____?



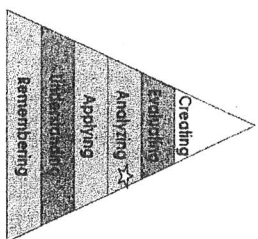
Anderson & Krathwohl, 2001

Applying-Application

Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

- The teacher should:
- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
 - Review the student's work to ensure that he/she is using problem solving techniques independently.
 - Provide questions that require the student to define and solve problems.

- Questioning prompts:**
- What actions would you take to perform _____?
 - How would you develop _____ to present _____?
 - What other way would you choose to _____?
 - What would the result be if _____?
 - How would you demonstrate _____?
 - How would you present _____?
 - How would you change _____?
 - How would you modify _____?
 - How could you develop _____?
 - Why does _____ work?
 - How would you alter _____ to _____?
 - What examples can you find that _____?
 - How would you solve _____?



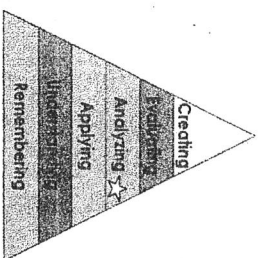
Anderson & Krathwohl, 2001

Analyzing - Analysis

Break down a concept or idea into parts and show relationships among the parts.

- The teacher should:
- Allow time for students to examine concepts and ideas and to break them down into basic parts.
 - Require students to explain why they chose a certain problem solving technique and why the solution worked.

- Questioning prompts:**
- How can you classify _____ according to _____?
 - How can you compare the different parts _____?
 - What explanation do you have for _____?
 - How is _____ connected to _____?
 - Discuss the pros and cons of _____.
 - How can you sort the parts _____?
 - What is the analysis of _____?
 - What can you infer _____?
 - What ideas validate _____?
 - How would you explain _____?
 - What can you point out about _____?
 - What is the problem with _____?
 - Why do you think _____?



Anderson & Krathwohl, 2001

Evaluating- Evaluation

Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

The teacher should:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

Questioning prompts:

What criteria would you use to assess _____?

What data was used to evaluate _____?

What choice would you have made _____?

How would you determine the facts _____?

What is the most important _____?

What would you suggest _____?

How would you grade _____?

What is your opinion of _____?

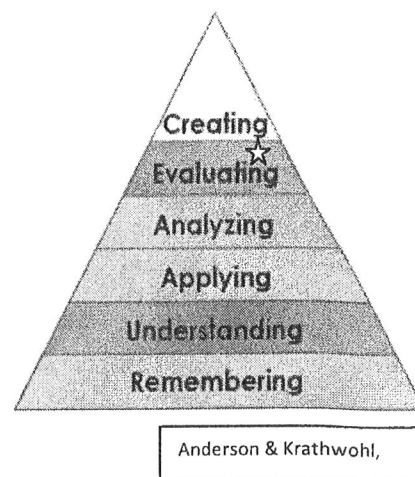
How could you verify _____?

What information would you use to prioritize _____?

Rate the _____.

Rank the importance of _____.

Determine the value of _____.



Creating-Synthesis

Bring together parts of knowledge to form a whole and build relationships for new situations.

The teacher should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

Questioning prompts:

What alternative would you suggest for _____?

What changes would you make to revise _____?

How would you explain the reason _____?

How would you generate a plan to _____?

What could you invent _____?

What facts can you gather _____?

Predict the outcome if _____.

What would happen if _____?

How would you portray _____?

Devise a way to _____.

How would you compile the facts for _____?

How would you elaborate on the reason _____?

How would you improve _____?

