

QUESTIONS FOR THE REVISED BLOOM'S TAXONOMY

(from Quick Flip Questions for the Revised Bloom's Taxonomy)

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| LEVEL 1 - REMEMBERING | | LEVEL 2 - UNDERSTANDING | | LEVEL 3 - APPLYING | |
|---|-----------------------------|--|--------------------------------|--|--|
| Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. | | Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | |
| Key Words | Questions | Key Words | Questions | Key Words | Questions |
| choose | What is ...? | classify | How would you classify ...? | apply | How would you use ...? |
| define | Where is ...? | compare | How would you compare ...? | build | What examples can you find to ...? |
| find | How did ___ happen? | contrast | How would you contrast ...? | choose | How would you solve ___ using what you've learned ...? |
| how | Why did ...? | demonstrate | State in your own words ...? | construct | How would you organize ___ to show ...? |
| label | When did ...? | explain | Rephrase the meaning ...? | develop | How would you show your understanding of ...? |
| list | How would you show ...? | extend | What facts or ideas show ...? | experiment | What approach would you use to ...? |
| match | Who were the main ...? | illustrate | What is the main idea of ...? | with | How would you apply what you learned to develop ...? |
| name | Which one ...? | infer | Which statements support ...? | identify | What other way would you plan to ...? |
| omit | How is ...? | interpret | Explain what is happening ...? | interview | What would result if ...? |
| recall | When did ___ happen? | outline | What is meant ...? | make use of | Can you make use of the facts to ...? |
| relate | How would you explain ...? | relate | What can you say about ...? | model | What elements would you choose to change ...? |
| select | How would you describe ..? | rephrase | Which is the best answer ...? | organize | What facts would you select to show ...? |
| show | Can you recall ...? | show | How would you summarize ...? | plan | What questions would you ask in an interview with ...? |
| spell | Can you select ...? | summarize | | select | |
| tell | Can you list the three ...? | translate | | solve | |
| what | Who was ...? | | | utilize | |
| when | | | | | |
| where | | | | | |
| which | | | | | |
| who | | | | | |
| why | | | | | |

| LEVEL 4 - ANALYZING | | LEVEL 5 - EVALUATING | | LEVEL 6 - CREATING | |
|---|---|---|---|--|--|
| Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | | Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. | |
| Key Words | Questions | Key Words | Questions | Key Words | Questions |
| analyze assume categorize classify compare conclusion contrast discover dissect distinguish divide examine function inference inspect list motive relationships simplify survey take part in test for theme | What are the parts of ...? How is ___ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw? How would you classify...? How would you categorize...? Can you identify ...? What evidence can you find ...? What is the relationship ...? Can you distinguish between ...? What is the function of ...? What ideas justify ...? | agree appraise assess award choose compare conclude criteria criticize decide deduct defend determine disprove dispute estimate evaluate explain importance influence interpret judge justify measure opinion perceive prioritize prove rate recommend select support value | Do you agree with the actions...? with the outcome...? What is your opinion of ...? How would you prove/disprove ? Assess the value /importance of? Would it be better if ...? Why did they (the character) choose ...? What would you recommend...? How would you rate the ...? What would you cite to defend the actions ...? How could you determine...? What choices ...? How would you prioritize ...? What judgment can you make ...? Based on what you know, how would you explain ...? What information would you use to support the view...? How would you justify ...? What data was used to make the conclusion...? What was it better that ...? How would you compare the ideas ...? people ...? | adapt build change choose combine compile compose construct create design develop discuss elaborate estimate formulate happen imagine improve invent make up maximize minimize modify original originate plan predict propose solution solve suppose test theory | What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative...? Can you invent ...? How would you adapt ___ to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimize/max ..? What way would you design ...? What could be combined to improve (change) ...? Suppose you could__what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Construct a model that would change ...? Think of an original way for the ...? |