

Figure 5.5: Bloom's Taxonomy Questions

Bloom's Level	Example	Question Stems
<p>Remembering: Who, what, when where, why, and how questions that demonstrate students can</p> <ul style="list-style-type: none"> Retrieve information Recognize information Recall information 	<p>Question: What is the capital of Virginia?</p>	<p>What do you remember about _____?</p> <p>Can you identify _____?</p> <p>Can you list _____?</p> <p>How would you define _____?</p> <p>Who was it that _____?</p> <p>How would you identify _____?</p> <p>How would you recognize _____?</p> <p>How is (are) _____?</p> <p>Who was _____?</p> <p>When did _____?</p> <p>What is (are) _____?</p> <p>Where is (are) _____?</p>
<p>Understanding: These questions require students to use their own words to interpret. Students can</p> <ul style="list-style-type: none"> Give examples or elaborate Summarize Classify Infer Describe or explain or Compare <p>To do this, students often must put several pieces of information together.</p>	<p>Question: What is the main idea of the story?</p>	<p>How would you compare and contrast _____?</p> <p>Can you clarify _____?</p> <p>Can you represent _____?</p> <p>Can you paraphrase _____?</p> <p>Can you translate _____?</p> <p>What does _____ mean in your own words?</p> <p>What is another way to say _____?</p> <p>How would you describe or clarify the meaning of _____?</p> <p>How would you retell _____?</p> <p>Can you think of some of your own examples that illustrate _____?</p> <p>Can you map _____?</p> <p>Can you match _____?</p> <p>Can you construct of model of _____?</p> <p>How could you categorize or group _____?</p> <p>Why do you think _____ is grouped in that manner?</p> <p>Can you summarize _____?</p> <p>How would you illustrate _____?</p> <p>Can you describe how _____ is like _____?</p>

REPRODUCIBLE

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<p>Understanding: These questions require students to use their own words to interpret. Students can</p> <ul style="list-style-type: none"> • Give examples or elaborate • Summarize • Classify • Infer • Describe or explain or • Compare <p>To do this, students often must put several pieces of information together.</p>	<p>Question: What is the main idea of the story?</p>	<p>Can you describe how _____ is different from _____?</p> <p>What can you infer from _____?</p> <p>What did you notice or observe about _____?</p> <p>How would you identify _____?</p> <p>What are the characteristics of _____?</p> <p>How can you elaborate on _____?</p> <p>What is the main idea of _____?</p> <p>What do you predict the effects or repercussions of _____ will be?</p> <p>Based on what you have read or observed, what do you think _____?</p>
<p>Applying: Questions of this variety require students to engage in problem solving. To answer the question, they must take what they know and apply it to a new situation by carrying out a procedure or using the information. This requires students to</p> <ul style="list-style-type: none"> • Execute or carry out skills • Implement or use information they learned 	<p>Question: How can you use a percent to find the appropriate dollar amount to tip your server?</p>	<p>What are the steps to performing _____?</p> <p>Is there another way to _____?</p> <p>How would you solve _____ using the procedure or information you learned?</p> <p>What tasks is _____ useful for?</p> <p>What are the steps for solving _____?</p> <p>What approach or strategy would you use to _____?</p> <p>How would you use _____?</p>
<p>Analyzing: This type of question prompts students to examine the structure, including the whole and its parts and how they relate to each other. This includes the skills of</p> <ul style="list-style-type: none"> • Differentiating • Organizing • Attributing 	<p>Question: What are some of the factors that caused the Civil War?</p>	<p>How can you distinguish between _____ and _____?</p> <p>_____ is important and _____ is not important because _____.</p> <p>The point of view of the author is _____ because _____.</p> <p>How can you outline or organize _____?</p> <p>The author of this passage wants readers to focus on _____?</p> <p>What is the evidence for _____?</p> <p>What is the evidence against _____?</p> <p>The author demonstrates bias because _____?</p> <p>_____ values _____ because _____?</p>

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Evaluating: When students create evaluation questions, they must form judgments or points of view. This involves <ul style="list-style-type: none"> • Checking • Critiquing 	Question: Why do you think the <i>Mona Lisa</i> is such a famous painting?	<p>How would you assess _____?</p> <p>How would you grade _____ based on the standards?</p> <p>How can you determine the importance or value of _____?</p> <p>What would you suggest or what feedback would you offer if _____?</p> <p>Does _____ meet the criteria for _____?</p> <p>Does _____ meet the standards for _____?</p> <p>Does _____ work the same way each time?</p> <p>What data did you use to evaluate _____?</p> <p>What facts support the argument that _____?</p> <p>Is _____ consistent with _____?</p> <p>Was _____ solved correctly or should you use another method?</p> <p>Is _____ or _____ a better method to use to solve this problem?</p> <p>How would you rate _____ in terms of importance and why?</p>
Creating: Questions that require synthesis ask students to create, design, or construct something new or original. This involves <ul style="list-style-type: none"> • Generating • Planning • Producing 	Question: How can you design a structure capable of holding five pounds of books using popsicle sticks and clips?	<p>What alternative hypothesis would you create to describe _____?</p> <p>How would you change or revise _____?</p> <p>How can you create a process to explain _____?</p> <p>How would you put together a plan to _____?</p> <p>What could you design in order to _____?</p> <p>What facts can you compile to support the thesis that _____?</p> <p>What would happen if _____?</p> <p>How would you devise a way to _____?</p> <p>How can build _____ to solve the problem of _____?</p>