

## Revised Bloom's Taxonomy – Question Starters

### Remembering- Knowledge

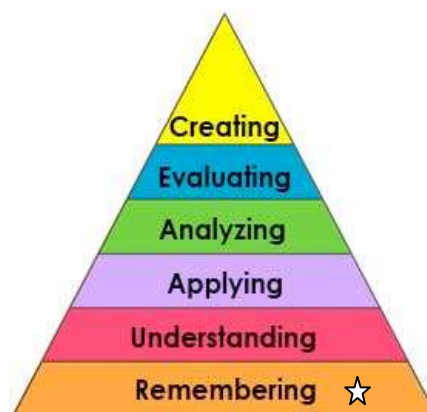
*Recall or recognize information, and ideas*

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

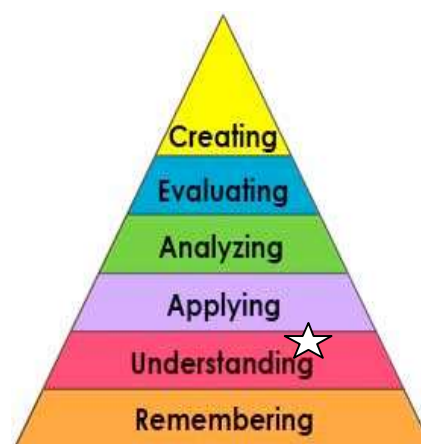
*Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.*

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 \_\_\_\_\_ ?  
What did you observe \_\_\_\_\_ ?  
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 \_\_\_\_\_?

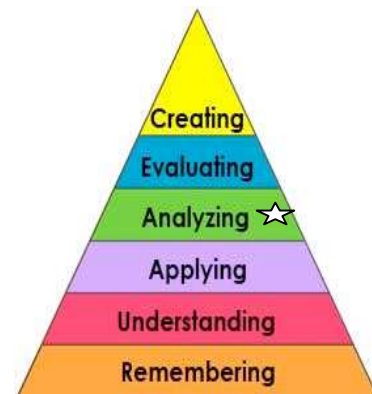
How could you develop \_\_\_\_\_?

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 \_\_\_\_\_?

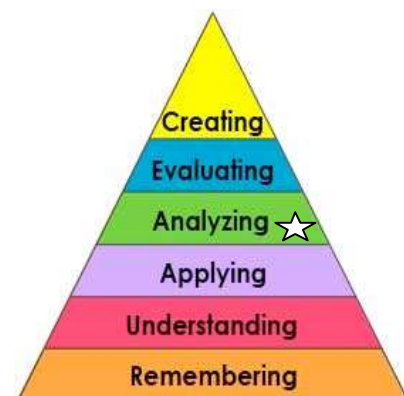
What ideas validate \_\_\_\_\_?

How would you explain \_\_\_\_\_?

What can you point out about \_\_\_\_\_?

What is the problem with \_\_\_\_\_?

Why do you think \_\_\_\_\_?



Anderson & Krathwohl, 2001

### **Evaluating- Evaluation**

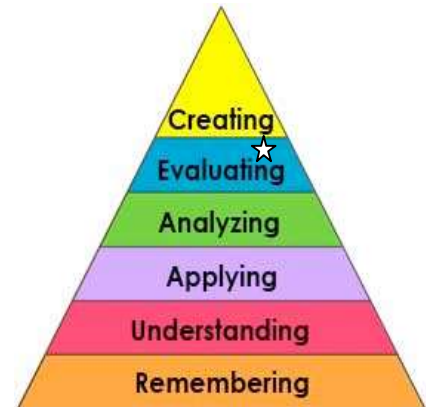
*Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.*

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 \_\_\_\_\_?

