

Bloom's Taxonomy

Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work

This resource is divided into different levels each with **Keywords** that exemplify the level and questions that focus on that same critical thinking level. **Questions for Critical Thinking** can be used in the classroom to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Use the keywords as guides to structuring questions and tasks. Finish the Questions with content appropriate to the learner. **Assessment** can be used to help guide culminating projects. The six levels are:

Level I Knowledge

Level II Comprehension

Level III Application

Level IV Analysis

Level V Synthesis

Level VI Evaluation

Blooms Level I: Knowledge

Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

Keywords:

who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Questions:

- What is...? • Can you select? • Where is...? • When did ____ happen?
- Who were the main...? • Which one...? • Why did...? • How would you describe...?
- When did...? • Can you recall...? • Who was...? • How would you explain...?
- How did ____happen...? • Can you list the three..? • How is...?
- How would you show...?

Blooms Level II: Comprehension

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

Keywords: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions:

- How would you classify the type of...? • How would you compare...? contrast...?
- Will you state or interpret in your own words...?
- How would you rephrase the meaning?
- What facts or ideas show...? • What is the main idea of?
- Which statements support...? • Which is the best answer...?
- What can you say about ...? • How would you summarize... ?
- Can you explain what is happening...? • What is meant by...?

Blooms Level III: Application

Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

Keywords:

apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Questions:

- How would you use...? • How would you solve ___ using what you've learned...?
- What examples can you find to...? • How would you show your understanding of...?
- How would you organize _____ to show...?
- How would you apply what you learned to develop...?
- What approach would you use to...? • What other way would you plan to...?
- What would result if...? • Can you make use of the facts to...?
- What elements would you use to change...? • What facts would you select to show...?
- What questions would you ask during an interview?

Blooms Level IV: Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Keywords:

analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

Questions:

- What are the parts or features 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 the different parts . . . ?
- What evidence can you find . . . ? • What is the relationship between . . . ?
- Can you make a distinction between . . . ? • What is the function of . . . ?
- What ideas justify . . . ?

Blooms Level V: Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Keywords:

build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete

Questions:

- 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 facts can you compile...?
- 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 could be done to minimize (maximize)...?
- Can you construct a model that would change...? • How is _____ related to...?
- Can you think for an original way for the...? • What are the parts or features of...?
- Why do you think...? • What is the theme...? • What motive is there...?
- Can you list the parts...? • What inference can you make...? ...? • What ideas justify...?
- What conclusions can you draw...? • How would you classify...?
- How would you categorize...? • Can you identify the different parts...?
- What evidence can you find...? • What is the relationship between...?
- Can you make the distinction between...? • What is the function of

Blooms Level VI: Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Keywords:

award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

Questions:

- Do you agree with the actions/outcome...? • What is your opinion of...?
- How would you prove/ disprove...? • Can you assess the value or importance of...?
- Would it be better if...? • Why did they (the character) choose...?
- What would you recommend...? • How would you rate the...?
- How would you evaluate...? • How would you compare the ideas...? the people...?
- How could you determine...? • What choice would you have made...?
- What would you select...? • How would you prioritize...? • How would you justify...?
- What judgment would you make about...? • Why was it better that...?
- How would you prioritize the facts...? • What would you cite to defend the actions...?
- What data was used to make the conclusion...?
- What information would you use to support the view...?
- Based on what you know, how would you explain...?