**QUESTIONS FOR THE REVISED BLOOM’S TAXONOMY**

**(from Quick Flip Questions for the Revised Bloom’s Taxonomy**

**EDUPRESS EP 729 –** [**www.edupressinc.com**](http://www.edupressinc.com)**)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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  define  find  how  label  list  match  name  omit  recall  relate  select  show  spell  tell  what  when  where  which  who  why | What is …?  Where is …?  How did \_\_\_ happen?  Why did …?  When did …?  How would you show …?  Who were the main …?  Which one …?  How is …?  When did \_\_\_ happen?  How would you explain …?  How would you describe ..?  Can you recall …?  Can you select …?  Can you list the three …?  Who was …? | classify  compare  contrast  demonstrate  explain  extend  illustrate  infer  interpret  outline  relate  rephrase  show  summarize  translate | 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 …?  Can you explain what is happening …? what is meant …?  What can you say about …?  Which is the best answer …?  How would you summarize …? | apply  build  choose  construct  develop  experiment with  identify  interview  make use of  model  organize  plan  select  solve  utilize | How would you use …?  What examples can you find to …?  How would you solve \_\_\_ using what you’ve learned …?  How would you organize \_\_\_ to show …?  How would you show your understanding of …?  What approach would you use to …?  How would you apply what you learned to develop …?  What other way would you plan to …?  What would result if …?  Can you make use of the facts to …?  What elements would you choose to change …?  What facts would you select to show …?  What questions would you ask in an interview with …? |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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 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  mark  measure  opinion  perceive  prioritize  prove  rate  recommend  rule on  select  support  value | Do you agree with the actions…? with the 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 …?  What would you cite to defend the actions …?  How could you determine…?  What choice would you have made …?  How would you prioritize …?  What judgment would you make about …?  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  delete  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 (maximize) …?  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 …?  Can you construct a model that would change …?  Can you think of an original way for the …? |