

BLOOM'S TAXONOMY

Original Terms	New Terms
Evaluation	Evaluating
Synthesis	Creating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering

Bloom's Taxonomy – Change in Emphasis

- Instructional delivery and assessment.
- Aimed at a broader audience.
- Easily applied to all levels of schooling.
- The revision emphasizes explanation and description of subcategories.

<http://rite.ed.qut.edu.au/oz-°@-teachernet/training/bloom.html> (accessed July 2003; Pohl, 2000, p. 10)

Lower Order Questions appropriate for:

- Evaluating students' preparation and comprehension
- Diagnosing students' strengths and weaknesses
- Reviewing and/or summarizing content
- www.oir.uiuc.edu/Did/docs/QUESTION/quest1.htm

Questions for Remembering:

- What happened after...?
- How many...?
- What is...?
- Who was it that...?
- Can you name ...?
- Find the definition of...
- Describe what happened after...
- Who spoke to...?
- Which is true or false...?

Questions for Understanding:

- Can you explain why...?
- Can you write in your own words?
- How would you explain...?

- Can you write a brief outline...?
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea...?
- Can you clarify...?
- Can you illustrate...?
- Does everyone act in the way that does?

Higher Order Questions appropriate for:

- Encouraging students to think more deeply and critically
- Problem solving
- Encouraging discussions
- Stimulating students to seek information on their own
- www.oir.uiuc.edu/Did/docs/QUESTION/quest1.htm

Questions For Applying:

- Do you know of another instance where...?
- Can you group by characteristics such as...?
- Which factors would you change if...?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?

Questions For Analyzing:

- Which events could not have happened?
- If...happened, what might the ending have been?
- How is...similar to...?
- What do you see as other possible outcomes?
- Why did...changes occur?
- Can you explain what must have happened when...?
- What are some of the problems of...?
- Can you distinguish between...?
- What were some of the motives behind..?
- What was the turning point?
- What was the problem with...?

Questions For Evaluating:

- Is there a better solution to...?
- Judge the value of...
- What do you think about...?
- Can you defend your position about...?

- Do you think...is a good or bad thing?
- How would you have handled...?
- What changes to... would you recommend?
- Do you believe...?
- How would you feel if...?
- How effective are...?
- What are the consequences..?
- What influence will....have on our lives?
- What are the pros and cons of....?
- Why isof value?
- What are the alternatives?
- Who will gain & who will lose?

Questions For Creating:

- Can you design a...to...?
- Can you see a possible solution to...?
- If you had access to all resources, how would you deal with...?
- Why don't you devise your own way to...?
- What would happen if ...?
- How many ways can you...?
- Can you create new and unusual uses for...?
- Can you develop a proposal which would...?

Pohl, Learning To Think, Thinking To Learn, p. 12-14

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