

# Revised Bloom's Taxonomy – Question Starters

## Remembering- Knowledge

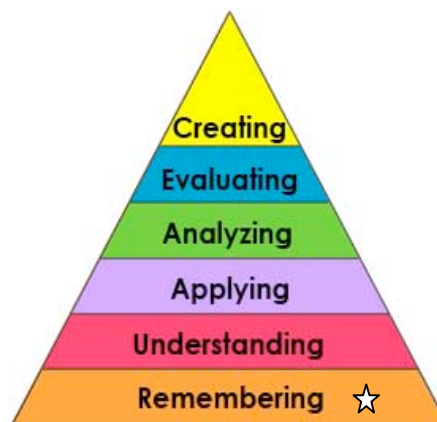
*Recall or recognize information, and ideas*

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

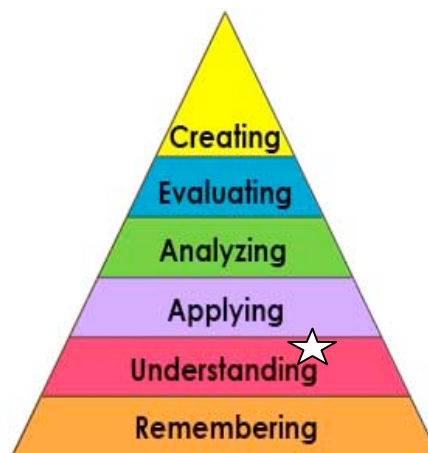
*Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.*

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

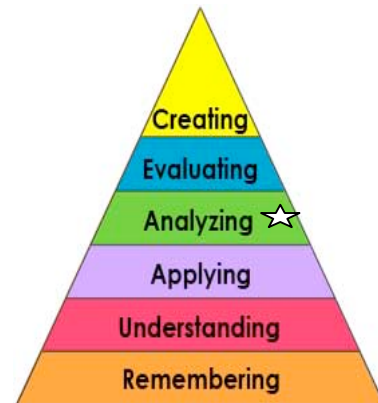
*Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.*

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

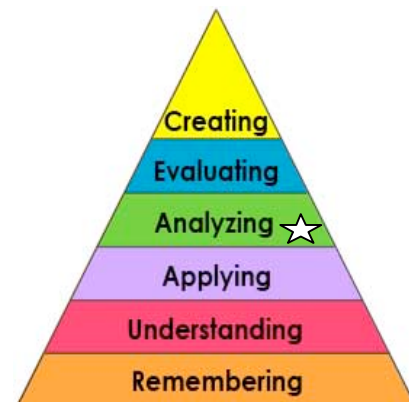
*Break down a concept or idea into parts and show relationships among the parts.*

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 \_\_\_\_\_?

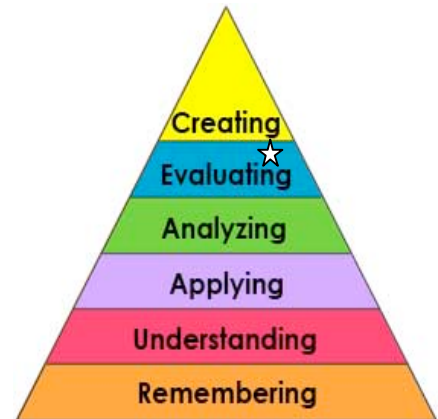
How could you verify \_\_\_\_\_?

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 \_\_\_\_\_?

