

BLOOM'S TAXONOMY

KNOWLEDGE



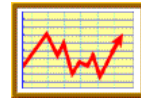
Useful Verbs

tell, list, describe, relate, locate, find, state, name

Sample Question Stems

- What happens when..... ?
- Which is true/false
- Find the meaning of..... ?
- When did
- Describe what happened..... ?
- How many
- What is
- Define
- Where can

COMPREHENSION



Useful Verbs

explain, interpret, outline, discuss, distinguish, predict, restate, translate, compare, describe

Sample Question Stems

- Write in your own words
- What happened next
- What is the most important point..... ?
- What are the differences between
- Write a brief outline
- Who do you think
- Distinguish between
- Give an example of

APPLICATION



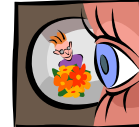
Useful Verbs

solve, show, use, illustrate, calculate, construct, complete, examine, classify

Sample Question Stems

- Do you think another example..... ?
- Which factors would you change if..... ?
- What are your doubts about..... ?
- Can you group under headings
- Can you apply this idea to
- What is the usefulness of..... ?

ANALYSIS



Useful Verbs

analyse, distinguish, examine, compare, contrast, investigate, categorise, identify, explain, separate

Sample Question Stems

- If then
- How is this similar to..... ?
- How did these changes affect
- What were the motives of..... ?
- How is this similar to..... ?
- Can you explain
- Is it possible that
- What is the underlying message of..... ?
- What other outcomes
- What is the problem with..... ?

SYNTHESIS



Useful Verbs

create, invent, compose, predict, plan, construct, design, imagine, improve, propose, devise, formulate

Sample Question Stems

- Can you design to
- How would you deal with
- Can you develop a proposal to..... ?
- Can you see the solution to..... ?
- What would happen if..... ?
- Could you invent

EVALUATION



Useful Verbs

judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritize

Sample Question Stems

- Is there a better solution to..... ?
- Can you defend your opinion of
- What changes would you make
- How would you feel if..... ?
- Judge the value of
- How would you handle
- What are your beliefs about
- What do you think about..... ?

Thinking Skills.....

So how do we really challenge our students? One of the key elements of a good teacher is their ability to teach students about thinking and learning. At a student free day our teachers engaged in two workshops looking at the issue of “thinking skills” in the classroom and in particular how we “challenge students” to think and learn in different ways at different levels. Jasley Schwarten was one of the teachers who conducted a workshop and said that: ‘To engage and challenge students, there must be thinking occurring in the classroom.’ One of the “tools” that teachers and students can use to think at different levels is Bloom’s Taxonomy. I have reproduced a summary below that parents and students may find useful when thinking about a particular topic they are studying. Some of the key words teachers will use in assignments and it is handy to know what level you are expected to be thinking at. What level do you primarily operate at?

Remember

Acting like an ENCYCLOPEDIA where one finds information, facts, data

Useful Verbs to assist students:

Define, describe, find, label, list locate, match, memorise,
name, quote, recognise, relate, repeat, reproduce, retell, state, tell

Understand

Acting like a DICTIONARY understanding words, concepts, cause-effect, and ‘reasons for’

Useful Verbs to assist students:

Define, describe, find, label, list locate, match, memorise,
name, quote, recognise, relate, repeat, reproduce, retell, state, tell

Apply

Acting like a HOW TO MANUAL applying previously learnt data in similar or novel situations

Useful Verbs to assist students:

Apply, calculate, classify, compile, complete, construct,
demonstrate, dramatise, employ, illustrate, infer, operate,
practise, show, solve, use, write

Analyse

Acting like a SORTING TRAY examining & breaking up an issue into its component parts

Useful Verbs to assist students:

Analyse, argue, categorise, compare, contrast, critique,
debate, deconstruct, deduce, differentiate, discuss,
distinguish, examine, explain, identify, infer, investigate,
question, review, separate, summarise

Evaluate

Acting like a JUDGE based on the evidence

Useful Verbs to assist students:

Argue, assess, choose, conclude, convince, critique, debate,
decide, defend, determine, evaluate, grade, judge, justify,
prioritise, rank, rate, recommend, select, support, verify

Create

Always improving, designing, planning

Useful Verbs to assist students:

Create, combine, compose, design, develop, devise,
elaborate, forecast, formulate, generalise, generate