# Revised Bloom's Taxonomy – Question Starters

## Remembering- Knowledge

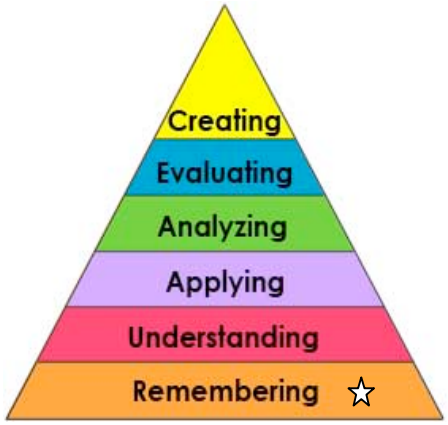
*Recall or recognize information, and ideas*

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

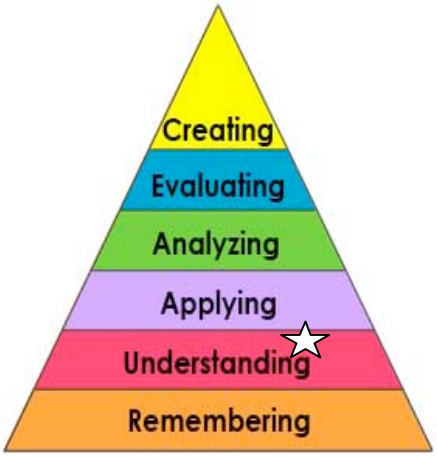
*Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.*

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

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational outcomes: Complete edition, New York : Longman.

## Applying-Application

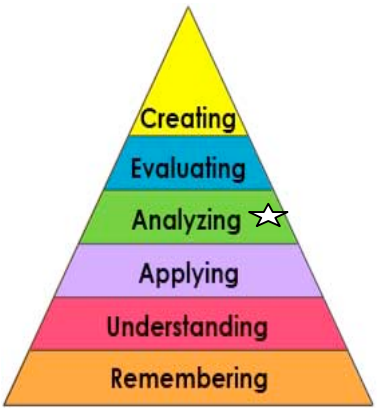
*Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.*

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

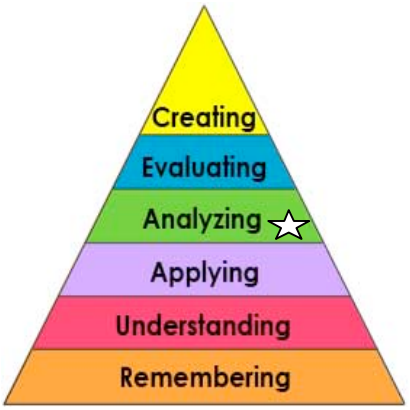
*Break down a concept or idea into parts and show relationships among the parts.*

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 _____?

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## Evaluating- Evaluation

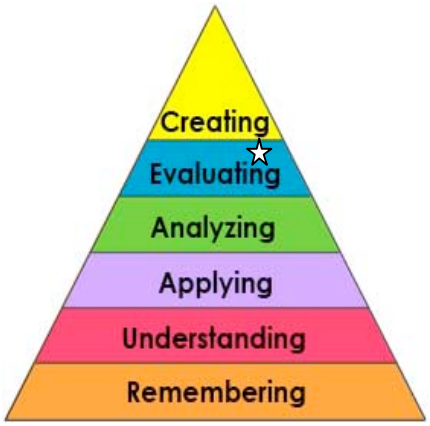
*Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.*

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 _____.




Anderson & Krathwohl,

## Creating-Synthesis

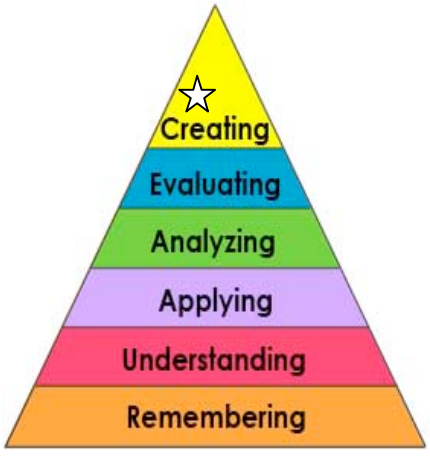
*Bring together parts of knowledge to form a whole and build relationships for new situations.*

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 _____?

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