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.

**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 ________________?

**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 ________________?

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**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 ________________?
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 ________________?