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 _______________?