

QUESTIONS FOR THE REVISED BLOOM'S TAXONOMY
 (from Quick Flip Questions for the Revised Bloom's Taxonomy
 EDUPRESS EP 729 – www.edupressinc.com)

LEVEL 1 - REMEMBERING		LEVEL 2 - UNDERSTANDING		LEVEL 3 - APPLYING	
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers		Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.		Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	
Key Words	Questions	Key Words	Questions	Key Words	Questions
choose define find how label list match name omit recall relate select show spell tell what when where which who why	What is ...? Where is ...? How did ___ happen? Why did ...? When did ...? How would you show ...? Who were the main ...? Which one ...? How is ...? When did ___ happen? How would you explain ...? How would you describe ...? Can you recall ...? Can you select ...? Can you list the three ...? Who was ...?	classify compare contrast demonstrate explain extend illustrate infer interpret outline relate rephrase show summarize translate	How would you classify the type of ...? How would you compare ...? contrast ...? Will you state or interpret in your own words ...? How would you rephrase the meaning ...? What facts or ideas show ...? What is the main idea of ...? Which statements support ...? Can you explain what is happening ...? what is meant ...? What can you say about ...? Which is the best answer ...? How would you summarize ...?	apply build choose construct develop experiment with identify interview make use of model organize plan select solve utilize	How would you use ...? What examples can you find to ...? How would you solve ___ using what you've learned ...? How would you organize ___ to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?

LEVEL 4 - ANALYZING		LEVEL 5 - EVALUATING		LEVEL 6 - CREATING	
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.		Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.		Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	
Key Words	Questions	Key Words	Questions	Key Words	Questions
analyze assume categorize classify compare conclusion contrast discover dissect distinguish divide examine function inference inspect list motive relationships simplify survey take part in test for theme	What are the parts or features of ...? How is ___ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify...? How would you categorize...? Can you identify the different parts ...? What evidence can you find ...? What is the relationship between ...? Can you distinguish between ...? What is the function of ...? What ideas justify ...?	agree appraise assess award choose compare conclude criteria criticize decide deduct defend determine disprove dispute estimate evaluate explain importance influence interpret judge justify mark measure opinion perceive prioritize prove rate recommend rule on select support value	Do you agree with the actions...? with the outcome...? What is your opinion of ...? How would you prove ...? Disprove...? Can you assess the value or importance of ...? Would it be better if ...? Why did they (the character) choose ...? What would you recommend...? How would you rate the ...? What would you cite to defend the actions ...? How could you determine...? What choice would you have made ...? How would you prioritize ...? What judgment would you make about ...? Based on what you know, how would you explain ...? What information would you use to support the view...? How would you justify ...? What data was used to make the conclusion...? What was it better that ...? How would you compare the ideas ...? people ...?	adapt build change choose combine compile compose construct create delete design develop discuss elaborate estimate formulate happen imagine improve invent make up maximize minimize modify original originate plan predict propose solution solve suppose test theory	What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative...? Can you invent ...? How would you adapt ___ to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimize (maximize) ...? What way would you design ...? What could be combined to improve (change) ...? Suppose you could ___ what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Can you construct a model that would change ...? Can you think of an original way for the ...?

Objectives written with Bloom's Revised Taxonomy

- Level 1 – Remembering
- Level 2 – Understanding
- Level 3 – Applying
- Level 4 – Analyzing
- Level 5 – Evaluating
- Level 6 – Creating

Note: You may not need seven objectives for your project.

Level	Objective