

## Revised Bloom's Taxonomy of Cognitive Levels

| Critical Thinking Activity [arranged lowest to highest]  | Relevant Sample Verbs   | Sample Assignments  | Sample Sources or Activities   |
|--|---|---|--|
| <b>1. Remembering</b> Retrieving, recognizing, and recalling relevant knowledge from long-term memory; e.g., find out, learn terms, facts, methods, procedures, concepts   | Acquire, Define, Distinguish, Draw, Find, Label, List, Match, Read, Record  | 1. Define each of these terms: encomienda, conquistador, gaucho 2. What was the Amistad?  | Written records, films, videos, models, events, media, diagrams, books.                      |
| <b>2. Understanding</b> Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Understand uses and implications of terms, facts, methods, procedures, concepts  | Compare, Demonstrate, Differentiate, Fill in, Find, Group, Outline, Predict, Represent, Trace                                   | 1. Compare an invertebrate with a vertebrate. 2. Use a set of symbols and graphics to draw the water cycle.                           | Trends, consequences, tables, cartoons   |
| <b>3. Applying</b> Carrying out or using a procedure through executing, or implementing. Make use of, apply practice theory, solve problems, use information in new situations   | Convert, Demonstrate, Differentiate between, Discover, Discuss, Examine, Experiment, Prepare, Produce, Record                   | 1. Convert the following into a real-world problem: velocity = dist./time. 2. Experiment with batteries and bulbs to create circuits. | Collection of items, diary, photographs, sculpture, illustration                             |
| <b>4. Analyzing</b> Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. Take concepts apart, break them down, analyze structure, recognize assumptions and poor logic, evaluate relevancy             | Classify, Determine, Discriminate, Form generalizations, Put into categories, Illustrate, Select, Survey, Take apart, Transform | 1. Illustrate examples of two earthquake types. 2. Dissect a crayfish and examine the body parts.                                     | Graph, survey, diagram, chart, questionnaire, report   |
| <b>5. Evaluating</b> Making judgments based on criteria and standards through checking and critiquing. Set standards, judge using standards, evidence, rubrics, accept or reject on basis of criteria  | Argue, Award, Critique, Defend, Interpret, Judge, Measure, Select, Test, Verify   | 1. Defend or negate the statement: "Nature takes care of itself." 2. Judge the value of requiring students to take earth science.     | Letters, group with discussion panel, court trial, survey, self-evaluation, value, allusions |
| <b>6. Creating</b> Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Put things together; bring together various parts; write theme, present speech, plan experiment, put information together in a new & creative way | Synthesize, Arrange, Blend, Create, Deduce, Devise, Organize, Plan, Present, Rearrange, Rewrite                                 | 1. Create a demonstration to show various chemical properties. 2. Devise a method to teach others about magnetism.                    | Article, radio show, video, puppet show, inventions, poetry, short story                     |

## Guide to Designing Higher Order Questions and Activities

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| <p><b>Questions for <i>Remembering</i></b></p> <ul style="list-style-type: none"> <li>▪ What happened after...?</li> <li>▪ How many...?</li> <li>▪ What is...?</li> <li>▪ Who was it that...?</li> <li>▪ Can you name...?</li> <li>▪ Find the definition of...</li> <li>▪ Describe what happened after...</li> <li>▪ Who spoke to...?</li> <li>▪ Which is true or false...?</li> </ul>  | <p><b>Questions for <i>Analyzing</i></b></p> <ul style="list-style-type: none"> <li>▪ Which events could not have happened?</li> <li>▪ If...happened, what might the ending have been?</li> <li>▪ How is...similar to...?</li> <li>▪ What do you see as other possible outcomes?</li> <li>▪ Why did...changes occur?</li> <li>▪ Can you explain what must have happened when...?</li> <li>▪ What are some of the problems of...?</li> <li>▪ What were some of the motives behind...?</li> <li>▪ What was the turning point?</li> </ul>   |
| <p><b>Questions for <i>Understanding</i></b></p> <ul style="list-style-type: none"> <li>▪ Can you explain why...?</li> <li>▪ Can you write in your own words?</li> <li>▪ How would you explain...?</li> <li>▪ Can you write a brief outline...?</li> <li>▪ What do you think could have happened next...?</li> <li>▪ What do you think...?</li> <li>▪ What was the main idea...?</li> <li>▪ Can you clarify...?</li> <li>▪ Can you illustrate...?</li> <li>▪ Does everyone act in the way that...does?</li> </ul> | <p><b>Questions for <i>Evaluating</i></b></p> <ul style="list-style-type: none"> <li>▪ Is there a better solution to...?</li> <li>▪ Judge the value of...What do you think about...?</li> <li>▪ Can you defend your position about...?</li> <li>▪ How would you have handled...?</li> <li>▪ What changes to...would you recommend?</li> <li>▪ How effective are...?</li> <li>▪ What are the consequences...?</li> <li>▪ What are the alternatives...?</li> <li>▪ Who will gain &amp; who will lose?</li> <li>▪ What influence will...have on our lives?</li> <li>▪ Why is...of value?</li> </ul> |
| <p><b>Questions for <i>Applying</i></b></p> <ul style="list-style-type: none"> <li>▪ Do you know of another instance where...?</li> <li>▪ Can you group by characteristics such as...?</li> <li>▪ Which factors would you change if...?</li> <li>▪ What questions would you ask of...?</li> <li>▪ From the information given, can you develop a set of instructions about...?</li> </ul>  | <p><b>Questions for <i>Creating</i></b></p> <ul style="list-style-type: none"> <li>▪ Can you design a...to...?</li> <li>▪ Can you see a possible solution to...?</li> <li>▪ If you had access to resources, how would you ...?</li> <li>▪ Why don't you devise your own way to...?</li> <li>▪ What would happen if...?</li> <li>▪ How many ways can you...?</li> <li>▪ Can you create new and unusual uses for...?</li> <li>▪ Can you develop a proposal which would...?</li> </ul>  |