Questioning based upon Bloom's Taxonomy for the Cognitive Domain

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These two pages summarize the six levels of the COGNITIVE DOMAIN taxonomy, and include verbs and question stems for each level. These are useful when building MODULE- or LESSON-level Learning Goals, and when writing questions for activities and assessments. Some authors like to either swap columns 5 & 6, or rename columns, or argue about 1 vs 2, 3 vs 4 or 5 vs 6. However, the point is that Blooms Taxonomy is a framework and it is useful. So don't feel constrained or intimidated by it.

NOTE that Blooms is not about "difficult" versus "easy"; you can pose difficult level 1 questions or easy level 6 questions. Blooms is about the type – or sophistication – of thinking required to complete a task.

Are these "levels" hierarchical? Well… consider all as 'necessary', but knowledge and comprehension as foundations. You may have trouble if you focus on 5 & 6 unless you are sure students are competent to some degree with 1, 2, 3, and 4. Some would argue levels 5 and 6 are the domains of "experts" – ie suitable in grad school only, but others will disagree. Facilitating practice, and assessing at all levels is recommended.

1. knowledge	2. comprehension	3. application	4. analysis	5. synthesis	6. evaluation
know	restate	translate	distinguish	compose	judge
define	discuss	interpret	analyze	plan	appraise
memorize	describe	apply	differentiate	propose	evaluate
repeat	recognize	employ	appraise	design	rate
record	explain	use	calculate	formulate	compare
list	express	demonstrate	experiment	arrange	value
recall	identify	dramatize	test	assemble	revise
name	locate	practice	compare	collect	score
relate	report	illustrate	contrast	construct	select
	review	operate	criticize	create	choose
	tell	schedule	diagram	design	assess
		shop	inspect	set up	estimate
		sketch	debate	organize	measure
			inventory	manage	
			question	prepare	
			relate		
			solve		
			examine		

Verbs and question stems:

Knowledge or Recognition Questions	
• Remembering • Memorizing • Recognizing • Identifying • Recalling information • Mastery of subject matter • Knowledge of ideas and facts • Comparing	• *What is...?* • *How is...?* • *Where is...?* • *When did ... happen?* • *How would you describe...?* • *Can you select....?* • *Can you list three...?* • *Who was....?* • *Who were the main....?* • *Why did....?*

Comprehension or Recall Questions	• *How would you classify...?*
• Interpreting	• *How would you compare/contrast...?*
• Grasping meaning	• *Rephrase the meaning of...*
• Predict consequences	• *What facts or ideas show....?*
• Order, group, infer	• *Interpret in your own words...?*
• Translating from one scenario to another	• *Which statement supports...?*
• Describing in your own words	• *How would you summarize...?*
• Organization and selection of facts	• *What is meant....?*
	• *What is the main idea of...?*

Application Questions	• *How would you use...*
• Problem solving by applying acquired knowledge	• *How would you solve... using what you have learned*
• Using information in a new context	• *How would you organize....to show....*
• Using facts, rules or principles in new situations	• *What approach would you use to...*
o How is this related to.	• *What would result if....*
o Why is this significant?	• *What facts would you select to show...*

Analysis Questions	• *What are the parts of...?*
• Identifying motives or hidden meanings	• *How is....related to...?*
• Seeing patterns	• *What is the theme of...?*
• Subdividing something to how it is put together	• *What do you think...?*
• Finding the underlying structure	• *Can you list the parts...?*
o Classify…according to	• *What inferences can you make...?*
o How does…compare and contrast with.	• *What conclusions can you draw...?*
	• *How would you categorize...?*
	• *What is the relationship between...?*
	• *What is the function of...?*
	• *What ideas justify...?*
	• *Can you make the distinction between...?*

Synthesis Questions	• *What changes would you make to solve....?*
• Combining ideas to form a new whole	• *How would you improve...?*
• Predict, draw conclusions	• *Can you elaborate on the reason...?*
o What solution would you suggest	• *Can you propose an alternative...?*
o What might happen if you combined	• *How would you adapt...to create a different...?*
o What could you predict or infer from.	• *What could be done to minimize....?*
	• *How would you test...?*
	• *Can you formulate a theory...?*
	• *Can you predict the outcome if...?*
	• *Can you construct a model that would change...?*

Evaluation Questions	• *Do you agree with...?*
• Making value decisions – make choices based on reasoned argument	• *How would you prove...?*
• Assess value of theories	• *Why did they choose...?*
• Compare and discriminate	• *Would it be better if....?*
• Developing opinions, judgments or decisions	• *How would you evaluate...?*
• Resolving controversies	• *How could you determine...?*
	• *What choice would you have made...?*
	• *How would you prioritize...?*
	• *How would you justify...?*
	• *Given a scenario, what's the BEST option?*
	• *Same scenario - what's the WORST option?*
	• *Why, or how did you choose? (both)*