

BLOOM'S CLASSIFICATION SCHEME FOR QUESTIONS (adapted)

LEVEL	QUESTION TYPE	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
Basic	<p style="text-align: center;">KNOWLEDGE</p> <p><i>Questions can be answered verbatim with specific information found in the selection</i></p>	<p>Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.</p> <p>The student defines: principles, terms, facts, methods, procedures, concepts</p> <p>It involves:</p> <ul style="list-style-type: none"> • Remembering • Memorizing • Recognizing • Identifying • Describing • Recalling information • Stating Who? What? Where? When? How? 	<p>Arrange Define Describe Duplicate Enumerate Identify Label List Match Memorize Name Order Outline Recall Remember Repeat Reproduce State Underline</p>	<p>The student states procedures for looking up a word in the dictionary.</p> <p>The student recites a poem from memory.</p> <p>The student quotes an author.</p>
Basic	<p style="text-align: center;">COMPREHENSION</p> <p><i>Questions require the reader to restate specific information in his/her own words or in another form of communication, while keeping the idea basically unchanged</i></p>	<p>Student translates, comprehends, or interprets information based on prior learning.</p> <p>Uses implications, verbal-to-math, creates chart/graph from information</p> <p>It involves:</p> <ul style="list-style-type: none"> • Interpreting • Translating from one medium to another • Describing in one's own words • Organizing and selecting facts and ideas • Retelling 	<p>Account for Describe Discuss Explain Express Format Identify Illustrate Indicate Interpret Locate Organize Paraphrase Predict Project Report Restate Retell Review Select Summarize Translate Transpose</p>	<p>The student explains the purpose of making questions from subtitles.</p> <p>The student retells a selection in his own words.</p> <p>The student follows printed directions</p>

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Intermediate	<p style="text-align: center;">APPLICATION</p> <p><i>Questions require the readers to recall an appropriate and previously learned skill or abstractions and then use it to explain or solve a problematic situation which is presented in a new context</i></p>	<p>Student selects, transfers and uses data principles to complete a problem or task with a minimum of direction.</p> <p>Theory to practice, law to situation, problem solving, demonstrative a method</p> <p>It involves:</p> <ul style="list-style-type: none"> • Problem solving • Applying information to produce some result • Using facts, rules and principles • Asking: How is...related to ...? Why is ...significant? 	<p>Apply Categorize Choose Compare Contrast Develop Demonstrate Dramatize Employ Illustrate Interpret Manipulate Operate Perform Practice Schedule Separate Sketch Try Use in new context</p>	<p>The student writes an objective for each level of Bloom's taxonomy</p> <p>The student applies rules for outlining.</p> <p>The student uses a theory to make a prediction.</p>
Intermediate	<p style="text-align: center;">ANALYSIS</p> <p><i>Questions require the reader to identify the component parts of a given communication and/or determine relationships among these component parts or among parts of ideas.</i></p>	<p>Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.</p> <p>Recognizes assumptions, distinguishes facts and inference, evaluates relevancy, analyzes structure</p> <p>It involves:</p> <ul style="list-style-type: none"> • Subdividing to show how something is assembled • Finding the underlying structure of a communication • Identifying motives • What are the parts or features of? • Classify ...according to....? • How doescompare? • How does...contrast? • What evidence can you list...? 	<p>Analyze Calculate Categorize Compare Contrast Determine Differentiate Discern Discriminate Distinguish Examine Experiment Question Recognize Reorganize Separate Simplify</p>	<p>The student compares and contrasts the cognitive and affective domains.</p> <p>The student will indicate which are assumptions or supporting facts.</p> <p>The student will identify clues from which inferences may be drawn, and indicate relationships.</p>

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Advanced	<p style="text-align: center;">SYNTHESIS</p> <p><i>Questions offer a variety of possibilities and allow the reader freedom of expression</i></p>	<p>Student originates, integrates and combines ideas into a product, plan or proposal that is new</p> <p>It involves:</p> <ul style="list-style-type: none"> • Creating a unique, original product that may be in verbal form or physical object • Combining ideas to form a whole • What would you predict/infer from ...? • What ideas can you add to...? • How would you create/design a new...? • What solutions would you suggest for...? 	<p>Arrange Assemble Combine Compose Construct Create Design Develop Establish Formulate Hypothesize Invent Prepare Present uniquely Produce Propose a plan Reorganize Set up</p>	<p>The student designs a classification scheme for writing educational objectives that combines the cognitive and psychomotor domains.</p> <p>The student writes an original poem.</p> <p>The student relates a personal experience.</p>
Advanced	<p style="text-align: center;">EVALUATION</p> <p><i>Questions require the student to determine whether a given communication meets standards set up by the student or presented to the student.</i></p>	<p>Student appraises, assesses, or critiques on a basis of specific standards and criteria.</p> <p>Consistency, data support, using standards, setting criteria</p> <p>It involves:</p> <ul style="list-style-type: none"> • Making value decision about issues • Resolving controversies or difference of opinions, judgments, or decisions • Do you agree...? • What do you think about...? • What is most important...? • How would you decide about...? • What criteria would you use to assess...? • Prioritize the following...? 	<p>Accept/reject Appraise Arbitrate Argue Assess Attack Choose Compare Critique Decide Defend Diagnose Estimate Evaluate Judge Justify Predict Prioritize Rate Recommend Score Select Support Use</p>	<p>The student judges the effectiveness of writing objectives using Bloom's taxonomy.</p> <p>The student criticizes a given communication for accuracy, logic, value, etc., and justifies the comments made.</p> <p>The students judges the decisions, behavior, and characters in a story and justifies opinions offered.</p>

Sources:

Bloom, B.S. (ed.). 1956. Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York: Longmans Green.

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