BLOOM'S CLASSIFICATION SCHEME FOR QUESTIONS (adapted)

LEVEL	QUESTION TYPE	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
Basic	**KNOWLEDGE** *Questions can be answered verbatim with specific information found in the selection*	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned. The student defines: principles, terms, facts, methods, procedures, concepts It involves: • Remembering • Memorizing • Recognizing • Identifying • Describing • Recalling information • Stating Who? What? Where? When? How?	Arrange Define Describe Duplicate Enumerate Identify Label List Match Memorize Name Order Outline Recall Remember Repeat Reproduce State Underline	The student states procedures for looking up a word in the dictionary. The student recites a poem from memory. The student quotes an author.
Basic	**COMPREHENSION** *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*	Student translates, comprehends, or interprets information based on prior learning. Uses implications, verbal-to-math, creates chart/graph from information It involves: • Interpreting • Translating from one medium to another • Describing in one's own words • Organizing and selecting facts and ideas • Retelling	Account for Describe Discuss Explain Express Format Identify Illustrate Indicate Interpret Locate Organize Paraphrase Predict Project Report Restate Retell Review Select Summarize Translate Transpose	The student explains the purpose of making questions from subtitles. The student retells a selection in his own words. The student follows printed directions

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Intermediate	**APPLICATION** *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*	Student selects, transfers and uses data principles to complete a problem or task with a minimum of direction. Theory to practice, law to situation, problem solving, demonstrative a method It involves: • Problem solving • Appling information to produce some result • Using facts, rules and principles • Asking: How is…related to …? Why is …significant?	Apply Categorize Choose Compare Contrast Develop Demonstrate Dramatize Employ Illustrate Interpret Manipulate Operate Perform Practice Schedule Separate Sketch Try Use in new context	The student writes an objective for each level of Bloom's taxonomy The student applies rules for outlining. The student uses a theory to make a prediction.
Intermediate	**ANALYSIS** *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.*	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question. Recognizes assumptions, distinguishes facts and inference, evaluates relevancy, analyzes structure It involves: • 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 does ….compare? • How does…contrast? • What evidence can you list…?	Analyze Calculate Categorize Compare Contrast Determine Differentiate Discern Discriminate Distinguish Examine Experiment Question Recognize Reorganize Separate Simplify	The student compares and contrasts the cognitive and affective domains. The student will indicate which are assumptions or supporting facts. The student will identify clues from which inferences may be drawn, and indicate relationships.

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Advanced	**SYNTHESIS** *Questions offer a variety of possibilities and allow the reader freedom of expression*	Student originates, integrates and combines ideas into a product, plan or proposal that is new It involves: • Creating a unique, original product that may be in verbal form or physical object • Combing 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…?	Arrange Assemble Combine Compose Construct Create Design Develop Establish Formulate Hypothesize Invent Prepare Present uniquely Produce Propose a plan Reorganize Set up	The student designs a classification scheme for writing educational objectives that combines the cognitive and psychomotor domains. The student writes an original poem. The student relates a personal experience.
Advanced	**EVALUATION** *Questions require the student to determine whether a given communication meets standards set up by the student or presented to the student.*	Student appraises, assesses, or critiques on a basis of specific standards and criteria. Consistency, data support, using standards, setting criteria It involves: • 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…?	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	The student judges the effectiveness of writing objectives using Bloom's taxonomy. The student criticizes a given communication for accuracy, logic, value, etc., and justifies the comments made. The students judges the decisions, behavior, and characters in a story and justifies opinions offered.

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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