

## Bloom's Levels of Questioning

### Knowledge/Remembering

recall	recite	memorize	list
name	describe	label	match

### Comprehension/Showing Understanding

discuss	express	explain	summarize
paraphrase	infer	locate	find
tell	extend	give examples	

### Application/Using Understanding

practice	apply	compute	use
translate	change	solve	interpret
pretend	dramatize	illustrate	demonstrate

### Analysis/Examination

debate	diagram	compare	contrast
question	analyze	categorize	outline
experiment	criticize	differentiate	distinguish

### Synthesis/Creating

create	draw	compose	design
formulate	organize	combine	devise
modify	assemble	span	construct
write	compile	revise	suppose

### Evaluation/Deciding or Judging

select	judge	predict	justify
decide	choose	assess	evaluate
	support	conclude	value

## Bloom's Level of Questioning Science and Math

### **KNOWLEDGE** – recalling information

What information is given?

What are you being asked to find?

What formula would you use in this problem?

What does \_\_\_\_ mean?  
List the...

Name the...

Where did...?

What is...?

Who was/were...?

When did...?

### **COMPREHENSION** – understanding meaning

What are you being asked to find?

Explain the concept of...

Give me an example of...

Describe in your own words what \_\_\_\_ means.

What science or math concepts does this problem connect to?

Draw a diagram of...

Illustrate how \_\_\_\_ works.

Explain how you calculate...

### **APPLICATION** – using learning in new situations

What additional information is needed to solve the problem?

Can you see other relationships that will help you find this information?

How can you put your data in graphic form?

What occurs when...?

How would you change your procedures to get better results?

What method would you use to...

Does it make sense to...?

### **ANALYSIS** – ability to See parts & relationships

Compare and contrast \_\_\_\_  
To \_\_\_\_

What was important about...

Which errors most affected your results?

What are some sources of variability?

How do your conclusions support your hypothesis?

What prior research and/or formulas support your conclusion?

How else could you account for...?

### **SYNTHESIS** – parts of info to create new whole

Design a lab to show...

Predict what will happen to \_\_\_\_ as \_\_\_\_ is changed

Using a principle of science or Math, how can we find...?

Describe the events that might occur if...

Design a scenario for...?

Pretend you are...

What would the world be like if...

### **EVALUATION** – judgment based on criteria

How can you tell if your answer is reasonable?

What would happen to \_\_\_\_ if \_\_\_\_ variable were increased/decreased?

How would repeated trials affect your data?

What significance is this experiment/formula to the subject you are learning?

What type of evidence is most compelling to you?

Do you feel \_\_\_\_ experiment is ethical?

Are your results biased?

# Bloom's Level of Questioning for English and Social Studies

## **KNOWLEDGE** – Recalling information

What information is given?  
 Locate in the story where...  
 When did the event take place?  
 Point to the...  
 List the...  
 Name the...  
 Where did...?  
 What is...?  
 Who was/were...?

## **COMPREHENSION** – understanding meaning

What are you being asked to find?  
 Explain the concept of...  
 Give me an example of...  
 Describe in your own words what \_\_\_\_\_ means.  
 Illustrate the part of the story that...  
 Make a map of...  
 This event led to...  
 Describe the scenario...

## **APPLICATION** – using learning in new situations

What would happen to you if...  
 Can you see other relationships that will help you find this information?  
 Would you have done the same thing as...?  
 What occurs when...?  
 If you were there, would you...  
 How would you solve this problem in your life?  
 In the library (on the web), find info about...

## **ANALYSIS** – ability to See parts & relationships

Compare and contrast \_\_\_\_\_  
 To \_\_\_\_\_  
 What was important about...  
 What other ways could \_\_\_\_\_ be interpreted?  
 What things would you have used to...?  
 What is the main idea of the the story (event)?  
 What information supports your explanation?  
 What was the message in this piece (event)...

## **SYNTHESIS** – parts of info to create new whole

Design a \_\_\_\_\_ to show...  
 Predict what will happen to \_\_\_\_\_ as \_\_\_\_\_ is changed  
 What would it be like to live...  
 Write a new ending to the story (event)...  
 Describe the events that might occur if...  
 Add a new thing on your own that was not in the story...  
 Pretend you are...  
 What would the world be like if...

## **EVALUATION** – judgment based on criteria

How can you tell if your analysis is reasonable?  
 Would you recommend this to a friend...why?  
 What do you think will happen to \_\_\_\_\_? WHY?  
 What significance is this event in the global perspective?  
 What is most compelling to you in this \_\_\_\_\_? Why?  
 Do you feel \_\_\_\_\_ is ethical? Why or why not?  
 Could this story have really happened? Why or why not?