

## Sample Question Stems Based on Revised Bloom's Taxonomy

Remember	Understand	Apply
<p>Who? Where? Which one? What? How? Why? How much? How many? When?</p> <p>What does it mean? What happened after? What is the best one? Can you name all the ...? Who spoke to ...? Which is true or false?</p>	<p>What does this mean? Which are the facts? State in your own words. Is this the same as ...? Give an example. Select the best definition. Condense this paragraph. What would happen if ...? Explain why . . . What expectations are there? Read the graph (table). What are they saying? This represents . . . What seems to be ...? Is it valid that ...? What seems likely? Show in a graph, table. Which statements support ...? What restrictions would you add? Outline . . . What could have happened next? Can you clarify. . . ? Can you illustrate . . . ? Does everyone think in the way that ... does?</p>	<p>Predict what would happen if ... Choose the best statements that apply. Judge the effects of ... What would result ...? Tell what would happen if ... Tell how, when, where, why. Tell how much change there would be if ... Identify the results of ... Write in your own words ... How would you explain ...? Write a brief outline ... What do you think could have happened next? Who do you think...? What was the main idea ...? Clarify why ... Illustrate the ... Does everyone act in the way that ... does? Draw a story map. Explain why a character acted in the way that he did. Do you know of another instance where ...? Can you group by characteristics such as ...? Which factors would you change if ...? What questions would you ask of ...? From the information given, can you develop a set of instructions about ...?</p>

Adapted from the following sources: Pohl, Michael. *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow. 2000; Tarlington, Denise. "Bloom's Revised Taxonomy." Powerpoint; [www.center.iupui.edu/ctl/idd/docs/Bloom\\_revised021.doc](http://www.center.iupui.edu/ctl/idd/docs/Bloom_revised021.doc), February 8, 2006; [http://eprentice.sdsu.edu/J03OJ/miles/Bloomtaxonomy\(revised\)1.htm](http://eprentice.sdsu.edu/J03OJ/miles/Bloomtaxonomy(revised)1.htm)

## Sample Question Stems Based on Revised Bloom's Taxonomy

Analyze	Evaluate	Create
<p>What is the function of ...?</p> <p>What's fact? Opinion?</p> <p>What assumptions ...?</p> <p>What statement is relevant?</p> <p>What motive is there?</p> <p>What conclusions?</p> <p>What does the author believe?</p> <p>What does the author assume?</p> <p>State the point of view of ...</p> <p>What ideas apply?</p> <p>What ideas justify the conclusion?</p> <p>What's the relationship between?</p> <p>The least essential statements are ...</p> <p>What's the main idea? Theme?</p> <p>What literary form is used?</p> <p>What persuasive technique is used?</p> <p>Determine the point of view, bias, values, or intent underlying presented material.</p> <p>Which events could not have happened?</p> <p>If ... happened, what might the ending have been?</p> <p>How is ... similar to ...?</p> <p>What do you see as other possible outcomes?</p> <p>Why did ... changes occur?</p> <p>Can you explain what must have happened when ...?</p> <p>What were some of the motives behind ...?</p> <p>What was the turning point?</p> <p>What are some of the problems of ...?</p> <p>Can you distinguish between ...?</p>	<p>What fallacies, consistencies, inconsistencies appear?</p> <p>Which is more important, moral, better, logical, valid, appropriate?</p> <p>Find the errors.</p> <p>Is there a better solution to ...?</p> <p>Judge the value of ...</p> <p>What do you think about ...?</p> <p>Can you defend your position about ...?</p> <p>Do you think ... is a good or bad thing?</p> <p>How would you have handled ...?</p> <p>What changes to ... would you recommend?</p> <p>Do you believe ...?</p> <p>How would you feel if ...?</p> <p>How effective are ...?</p> <p>What are the consequences of ...?</p> <p>What influence will ... have on our lives?</p> <p>What are the pros and cons of ...?</p> <p>Why is ... of value?</p> <p>What are the alternatives?</p> <p>Who will gain and who will lose?</p>	<p>Can you design a ... to ...?</p> <p>Can you see a possible solution to ...?</p> <p>If you had access to all resources, how would you deal with ...?</p> <p>Why don't you devise your own way to ...?</p> <p>What would happen if?</p> <p>How many ways can you ...?</p> <p>Can you create new and unusual uses for ...?</p> <p>Can you develop a proposal which would ...?</p> <p>How would you test ...?</p> <p>Propose an alternative.</p> <p>How else would you ...?</p> <p>State a rule.</p>

Adapted from the following sources: Pohl, Michael. *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow. 2000; Tarlington, Denise. "Bloom's Revised Taxonomy." Powerpoint; [www.center.iupui.edu/cti/idd/docs/Bloom\\_revised021.doc](http://www.center.iupui.edu/cti/idd/docs/Bloom_revised021.doc), February 8, 2006; [http://eprntice.sdsu.edu/J03OJ/miles/Bloomtaxonomy\(revised\)1.htm](http://eprntice.sdsu.edu/J03OJ/miles/Bloomtaxonomy(revised)1.htm)