BLOOM’S TAXONOMY: Sample Questions

From Bloom, et al., 1956 –
As teachers we tend to ask questions in the "knowledge" category 80% to 90% of the time. These questions are not bad, but using them all the time is. Try to utilize higher order level of questions. These questions require much more "brain power" and a more extensive and elaborate answer. Below are the six question categories as defined by Bloom.

• KNOWLEDGE
  o remembering;
  o memorizing;
  o recognizing;
  o recalling identification and
  o recall of information
    ▪ Who, what, when, where, how ...?
    ▪ Describe
• COMPREHENSION
  o interpreting;
  o translating from one medium to another;
  o describing in one's own words;
  o organization and selection of facts and ideas
    ▪ Retell...
• APPLICATION
  o problem solving;
  o applying information to produce some result;
  o use of facts, rules and principles
    ▪ How is...an example of...?
    ▪ How is...related to...?
    ▪ Why is...significant?
• ANALYSIS
  o subdividing something to show how it is put together;
  o finding the underlying structure of a communication;
  o identifying motives;
  o separation of a whole into component parts
    ▪ What are the parts or features of...?
    ▪ Classify...according to...
    ▪ Outline/diagram...
    ▪ How does...compare/contrast with...?
    ▪ What evidence can you list for...?
• SYNTHESIS
  o creating a unique, original product that may be in verbal form or may be a physical object;
  o combination of ideas to form a new whole
    ▪ What would you predict/infer from...?
    ▪ What ideas can you add to...?
    ▪ How would you create/design a new...?
    ▪ What might happen if you combined...?
    ▪ What solutions would you suggest for...?
• EVALUATION
  o making value decisions about issues;
  o resolving controversies or differences of opinion;
  o development of opinions, judgements or decisions
    ▪ Do you agree...?
    ▪ What do you think about...?
    ▪ What is the most important...?
    ▪ Place the following in order of priority...
    ▪ How would you decide about...?
    ▪ What criteria would you use to assess...?