

PSG CARE
Creative Teaching Series - Bloom's Taxonomy

Level 1 - Remembering		
Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers.		
Recalling information. Recognizing, listing, describing, retrieving, naming, finding.		
Keywords	Statement stems	Sample Question
arrange choose describe detail define draw duplicate find how identify indicate inventory locate label list match name omit outline pick point pronounce	quote recall relate recognize recite record repeat reproduce restate state select show spell tell underline what when where which who why write	What is...? Where is...? How did ___ happen? Why did...? When did...? How would you show...? Who were the main...? Which one...? How is...? When did ___ happen? How would you explain...? How would you describe..? Can you re-call...? Can you select...? Can you list the three...? Who was...?
		* Label at least ____. * List at least _____. * Recite the _____. * Who was the popular president in modern times? * What is ____? * When was ____? * Where did ___ ? * Outline the steps ____? * How many ____? * What happened after __?
		Potential Activity, Product, Tool or Outcome
		* fact charts * lists * recitations * worksheets * definitions * text reading * magazine * articles * tv shows * events * meet people * recording

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Level 3 - Applying

Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different manner.

Using information in another familiar situation or new way. Implementing, carrying out, using, executing.

Keywords		Statement stems	Sample Question
add allocate alter apply build calculate classify change complete compute conduct coordinate choose construct develop demonstrate determine direct discover divide dramatize draw employ examine execute experiment formulate	gather graph identify illustrate implement interview make use of manipulate modify multiply model organize operate perform practice present provide produce plan recount report select schedule show sketch subtract solve use utilize	How would you use...? What examples can you find to...? How would you solve ___ using what you have learned...? How would you organize ___ to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?	* Develop criteria to assess ___? * Demonstrate the proper technique ___ * Graph the results of ___ * Examine the graph and state how ___ * Construct a model to demonstrate how ___
			Potential Activity, Product, Tool or Outcome
			* diagram * sculpture * forecast * project * demonstrate * collection * interview * model * building * presentation * role play * simulation * scrap book

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Level 5 - Evaluating			
<p>Present and defend your opinions by making judgments about information, validity of ideas or quality of work done based on a set of criteria.</p> <p>Justifying a decision or course of action. Defending a concept or idea. Checking, hypothesising, critiquing, experimenting, judging.</p>			
Keywords		Statement stems	Sample Question
agree appraise argue assess attack award champion check choose compare contrast conclude criteria criticize critique debate decide deduct deduce defend determine diagnose discuss disprove dispute editorialize	estimate evaluate explain forecast importance improve influence interpret judge justify measure opinion perceive prioritize prove rate rank recommend resolve revise score select solve support support value verify weight	Do you agree with the actions...? with the outcome...? What is your opinion of...? How would you prove/disprove? Assess the value/importance of? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How could you determine...? What choices...? How would you prioritize...? What judgment can you make..? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...? What was it better that...? How would you compare the ideas...? people...? equipment... ?	* Support the value of __? * Recommend at least __? * Resolve ethical issues of ___? * Judge __? * Defend __?
			Potential Activity, Product, Tool or Outcome
			* self-evaluation * group discussion * brainstorming * editorial * debate sessions * critique * judgement * opinion * recommendation * report

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Level 2 - Understanding			
Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.			
Explaining information, ideas or concepts. Interpreting, summarising, paraphrasing, classifying, explaining.			
Keywords		Statement stems	Sample Question
calculate classify confirm convert compare contrast demonstrate decipher defend define describe designate differentiate discuss distinguish equate estimate examine express extrapolate explain extend expand	generalize give example group identify illustrate infer interpret linken locate match order outline paraphrase predict reorder report restate relate rephrase show sort specify substitute summarize translate	How would you classify...? How would you compare...? How would you contrast...? State in your own words...? Rephrase the meaning...? What facts or ideas show...? What is the main idea of...? Which statements support...? Explain what is happening...? What is meant...? What can you say about...? Which is the best answer...? How would you summarize...?	* Defend increase in tax help economy? * Give an example ____? * Constrast ___ and ___? * Restate the role of ____? * Predict ____? * Describe ____? * Differentiate at least ____ * What are the differences between __
			Potential Activity, Product, Tool or Outome
			* guest speech, lecture * story telling * photographs * video (you tube) * graph * drama * poster * diagram, drawing * peer teaching * show & tell * paraphrasing * summary

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Level 4 - Analyzing		
<p>Examine and break the information into parts by identifying motives and/or causes. Make inferences / interpretations and find evidence to support generalizations.</p> <p>Breaking information into parts to explore understandings and relationships. Distinguishing different parts of a whole. Comparing, organizing, deconstructing, interrogating, finding.</p>		
Keywords	Statement stems	Sample Question
advertize attribute appraise analyze associate assume break down categorize classify criticize compare conclusion contrast debate discern diagram differentiate discriminate discover dissect distinguish divide elect establish explain examine	function identify illustrate inference infer inspect investigate list motive organize outline profile question relationships refute separate sequence sort subdivide summarize simplify survey take part in test for theme	What are the parts of...? How is ___ related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw? How would you classify...? How would you categorize...? Can you identify...? What evidence can you find...? What is the relationship...? Can you distinguish between...? What is the function of...? What ideas justify...?
		* Explain the ramification of ---? * Classify ___? * Distinguish at least ___? * Categorize ___? * Identify ___?
		Potential Activity, Product, Tool or Outcome
		* field study * survey * model * argument break down * questionnaire * report * chart * plan * summary

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Level 6 - Creating		
<p>Compile information together in a different way or method by combining elements in a new pattern or proposing alternative solutions.</p> <p>Generating new ideas, products, or ways of viewing things. Creating something new. Designing, constructing, planning, producing, inventing.</p>		
Keywords	Statement stems	Sample Question
adapt assemble assimilate build categorize change choose collect combine compare compile compose condense construct create derive detail devise design develop discuss elaborate estimate expand formulate generate guide happen hypothesize imagine	invent makeup manage maximize minimize modify original originate organize plan prepare predict prescribe produce propose rearrange reconstruct reorganize revise rework setup simplify specify synthesize solution solve suppose test theory theorize	What changes would you make to solve...? How would you improve...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt ___ to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimize/max...? What way would you design...? What could be combined to improve (change)...? Suppose you could ___ what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Construct a model that would change...? Think of an original way for the...?
		* Devise a plant to ___? * Design an instrument ___? * Simplify the instructional design process of ___? * Hypothesize to develop ___ * Construct a graph to illustrate ___ * Write a ___ * Assimilate ___
		Potential Activity, Product, Tool or Outcome
		* role play * case study * invention * game * experiment * report * define rules, principles or standards * publications * book writing * multimedia presentation * poem