BLOOM'S TAXONOMY : More extended examples of skills, cue words and question stems

Competence	Skills Demonstrated			Question Cues:
Knowledge	• Observation and recall of information • Knowledge of dates, events, places/major ideas • Mastery of subject matter • Factual recall			*list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc*
Knowledge Question stems:	Tell me about …? Can you list …? How many …?	Where did …? Who are the …? Who said …?	When did …? Who wrote …? When was …?	What date did …? What is …? Where can you find …?
Comprehension (understanding)	• Understanding information and grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast, order, group, infer causes and predict likely consequences • Suggest connections			*summarise, describe, extend, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.*
Comprehension Question stems:	Can you list the sequence …? What happened after …? How do you know …?		Who can explain …? What is the difference between …? How would you describe …?	
Application	• Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or Knowledge • Visualise actions in a real life/applied situation			*apply, demonstrate, change, calculate, complete, classify, illustrate, show, solve, test, examine, modify, relate, do, make, construct, discover, manufacture, make.*
Application Question stems:	How could this have happened in…? What factors would you change if …? How would you react when …?		What would you do if …? What questions would you ask if …? What would you need if …?	
Analysis	• Seeing patterns & organization of parts • Recognition of hidden meanings • Identification of components • systematically consider data sets			*analyse, separate, order, explain, connect, classify, arrange, divide, compare, probe, explain, deduct, infer.*
Analysis Question stems:	How was this similar / different to …? What was the problem with …? What evidence proves …?		Why did … precede/follow …? What are some of the motives behind …? Do you think that …?	
Synthesis	• Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict and draw conclusions • Redefine what is known • Reconceptualise for new situations			*combine, integrate, modify, re-arrange, substitute, plan, create, design, invent, what if?, speculate, compose, formulate, prepare, rewrite, generalise, propose, model.*
Synthesis Question stems:	How would you design … for …? What would happen if …?		What if we found out that …? Could you see a possible solution to …?	
Evaluation	• Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognise subjectivity • Balancing evidence using criteria			*assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, appraise, summarise.*
Evaluation Question stems:	Do you believe …? How would you choose/assess …? What would you judge …?		Do you think … is a good or bad thing? How effective is/are …? On balance, what is the argument for…?	
Creativity	• Applies all of the previous categories to inform thinking and actions • Identifies and solves problems • Thinks independently and in new ways, able to originate and innovate • Collaborate as part of a team or be independent • Can empathise and shift perspective as needed			*design, imagine, conceive, innovate, hypothesise, investigate, produce, invent, experiment, craft, fashion, generate, inspire, excite, compose, vision, wrought,*
Creativity Question stems:	How would you respond to …? How could you collaborate to …?		Can you imagine how …? If you had to find a new way to …?	

Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives:
The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.