Bloom’s Taxonomy
Model questions & key words

I. **REMEMBER** (drawing out factual answers, testing recall and recognition)
   - who?
   - where?
   - describe
   - which one?
   - what?
   - how?
   - define
   - what is the best one?
   - why?
   - match
   - choose
   - how much?
   - when?
   - select
   - omit
   - what does it mean?

II. **UNDERSTAND** (translating, interpreting and extrapolating)
   - state in your own words
   - which are facts?
   - classify
   - what does this mean?
   - is this the same as?
   - judge
   - give an example
   - select the best definition
   - infer
   - condense this paragraph
   - what would happen if?
   - show
   - state in one word
   - explain what is happening
   - indicate
   - what part doesn't fit?
   - explain what is meant
   - tell
   - what expectations are there?
   - read the graph, table
   - translate
   - what are they saying?
   - this represents
   - select
   - what seems to be?
   - is it valid that?
   - match
   - what seems likely?
   - show in a graph, table
   - explain
   - which statements support?
   - demonstrate
   - represent
   - what restrictions would you add?

III. **APPLY** (to situations that are new, unfamiliar or have a new slant for students)
   - predict what would happen if
   - explain how
   - choose the best statements that apply
   - identify the results of
   - judge the effects
   - select
   - what would result?
   - tell what would happen
   - tell how, when, where, why
   - tell how much change there would be

IV. **ANALYZE** (breaking down into parts, forms)
   - distinguish
   - what is the function of?
   - identify
   - what's fact, opinion?
   - what assumptions?
   - what statement is relevant?
   - what motive is there?
   - related to, extraneous to, not applicable
   - what conclusions?
   - what does author believe, assume?
   - make a distinction
   - state the point of view of
   - what is the premise?
   - what ideas justify conclusion?
   - what ideas apply?
   - the least essential statements are
   - what's the relationship between?
   - what inconsistencies, fallacies?
   - what's the main idea, theme?
   - what persuasive technique?
   - what literary form is used?
   - implicit in the statement is

V. **EVALUATE** (according to some set of criteria, and state why)
   - appraise
   - what fallacies, consistencies, inconsistencies appear?
   - judge
   - which is more important, moral, better, logical, valid, appropriate?
   - criticize
   - find the errors
   - defend
   - compare

VI. **CREATE** (combining elements into a pattern not clearly there before)
   - create
   - choose
   - make up
   - solve the following
   - tell
   - develop
   - compose
   - how else would you?
   - make
   - plan
   - formulate
   - propose an alternative
   - do
   - design
   - state a rule
   - how would you test?

Minor adjustments by D A Green, 2012.