

Bloom's Taxonomy

Model questions & key words

Developed and Expanded by John Maynard. www.utexas.edu/student/utlc/lrnres/handouts/1414.html

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.