Bloom' s taxonomy question stems pdf

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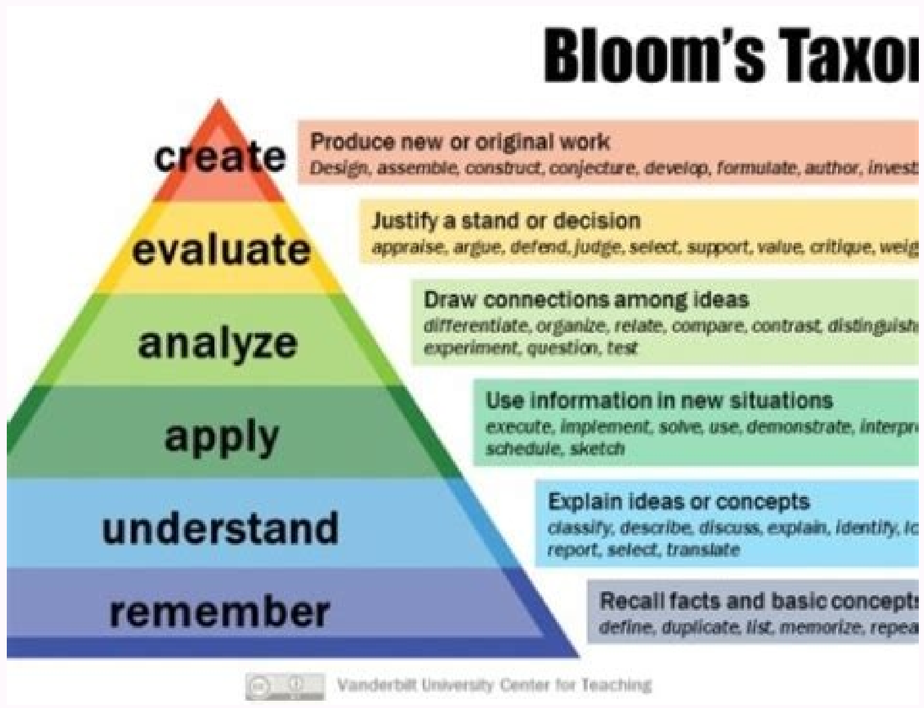
BLOOM'S Taxonomy
Question Stems
CREATE
EVALUATE


Bloom's Taxo
create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, invest
evaluate
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weig
analyze
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish
experiment, question, test
apply
Use information in new situations
execute, implement, solve, use, demonstrate, interpr
schedule, sketch
understand
Explain ideas or concepts
classify, describe, discuss, explain, identify, ic
report, select, translate
remember
Recall facts and basic concepts
define, duplicate, list, memorize, repea
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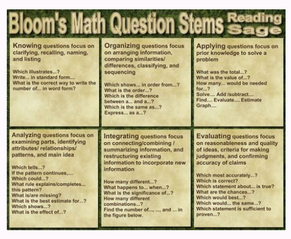
Bloom's Math Question Stems
Reading Sage
Knowing questions focus on clarifying, recalling, naming, and listing
Which illustrates...?
What is the standard form...
What is the correct way to write the number of... in word form?
Organizing questions focus on arranging information, comparing similarities/differences, classifying, and sequencing
Which shows... in order from...?
What is the ratio of...?
Which is the difference between a... and a...?
Which is the same as...?
Express... as a...?
Applying questions focus on prior knowledge to solve a problem
What was the total...?
What is the value of...?
How many... would be needed for...?
Solve... Add /subtract...
Find... Evaluate... Estimate
Graph...
Analyzing questions focus on examining parts, identifying attributes/ relationships/ patterns, and main idea
Which tells...?
If the pattern continues,...
Which could...?
What rule explains/completes...
What is missing?
What is/are missing?
What is the best estimate for...?
Which shows...?
What is the effect of...?
Integrating questions focus on connecting/combining / summarizing information, and restructuring existing information to incorporate new information
How many different...?
What happens to... when...?
What is the significance of...?
How many different combinations...?
Find the number of..., ..., and ... in the figure below.
Evaluating questions focus on reasonableness and quality of ideas, criteria for making judgments, and confirming accuracy of claims
Which most accurately...?
Which is correct?
Which statement about... is true?
What are the chances...?
Which would best...?
How could... the same...?
Which statement is sufficient to proven...?

Bloom's taxonomy question stems for math. Bloom's taxonomy question stems for art. Bloom's taxonomy question stems for geography. Bloom's taxonomy question stems for kindergarten. Bloom's taxonomy question stems for history. Bloom's taxonomy question stems. Bloom's taxonomy question stems for science. Bloom's taxonomy question stems for social studies.

In 1956, American educational psychologist Benjamin Samuel Bloom strove to create a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" showed a way to categorize reasoning skills based on the amount of critical thinking involved. His work led to a still widely used educational concept known as Bloom's Taxonomy, which was revised slightly in 2001. In Bloom's Taxonomy, there are six levels of skills ranked in order from the most basic to the most complex. Each level of skill is associated with a verb, as learning is an action. As a teacher, you should ensure that the questions you ask both in class and on written assignments and tests are pulled from all levels of the taxonomy pyramid. Objective assessments (multiple-choice, matching, fill in the blank) tend to focus only on the two lowest levels of Bloom's Taxonomy: remembering and understanding. Subjective assessments (essay responses, experiments, portfolios, performances) tend to measure the higher levels of Bloom's Taxonomy: applying, analyzing, evaluating, and creating. To incorporate Bloom's Taxonomy into lessons, present different levels beginning with the most basic at the beginning of a unit. Once you reach the end of a unit, the lessons should incorporate the highest levels of Bloom's Taxonomy. Andrea Hernandez/Flickr/CC BY-SA 2.0 The remembering level forms the base of the Bloom's Taxonomy pyramid. Because it is of the lowest complexity, many of the verbs in this section are in the form of questions. You can use this level of questioning to ensure that students learned specific information from the lesson. What do you remember about _____?How would you define_____?How would you identify _____?How would you recognize _____? DefineDefine mercantilism. WhoWho was the author of "Billy Budd?" WhatWhat is the capital of England? NameName the inventor of the telephone. ListList the 13 original colonies. LabelLabel the capitals on this map of the United States. LocateLocate the glossary in your textbook. MatchMatch the following inventors with their inventions. SelectSelect the correct author of "War and Peace" from the following list. UnderlineUnderline the noun. At the understanding level, you want students to show that they can go beyond basic recall by understanding what the facts mean. The verbs at this level should allow you to see if your students understand the main idea and are able to interpret or summarize the ideas in their own words. How would you generalize_____?How would you express _____?What can you infer from _____?What did you observe _____? ExplainExplain the law of inertia using an example from an amusement park. InterpretInterpret the information found in this pie chart. OutlineOutline the main arguments for and against year-round education. DiscussDiscuss what it means to use context to determine the meaning of a word. TranslateTranslate this passage into English. RestateRestate the steps for a bill to become a law in your own words. DescribeDescribe what is happening in this Civil War picture. IdentifyIdentify the correct method for disposing of recyclable trash. WhichWhich statements support implementing school uniforms? SummarizeSummarize the first chapter of "To Kill a Mockingbird." At the applying level, students must show that they can apply the information they have learned. Students can demonstrate their grasp of the material at this level by solving problems and creating projects. How would you demonstrate ____?How would you present ____?How would you change ____?How would you modify ____? SolveUsing the information you have learned about mixed numbers, solve the following questions. UseUse Newton's Laws of Motion to explain how a model rocket works. PredictPredict whether items float better in fresh water or salt water. ConstructUsing the information you have learned about aerodynamics, construct a paper airplane that minimizes drag. PerformCreate and perform a skit that dramatizes an event from the civil rights era. DemonstrateDemonstrate how changing the location of the fulcrum affects a tabletop lever. ClassifyClassify each observed mineral based on the criteria learned in class. ApplyApply the rule of 70 to determine how quickly $1,000 would double if earning 5 percent interest. The fourth level of Bloom's Taxonomy is analyzing. Here students find patterns in what they learn. Students move beyond simply remembering, understanding, and applying. At this level, they begin to take a more active role in their own learning. How can you sort the parts _____?What can you infer_____?What ideas validate _____?How would you explain _____? What?What is the function of the liver in the body? What is the main idea of the story "The Tell-Tale Heart"? What assumptions do we have to make when discussing Einstein's Theory of Relativity? AnalyzeAnalyze President Lincoln's motives for delivering the Gettysburg Address. IdentifyIdentify any biases that might exist when reading an autobiography. ExamineExamine the results of your experiment and record your conclusions. InvestigateInvestigate the propaganda techniques used in each of the following advertisements. Evaluating means that students make judgments based on the information they have learned as well as their own insights. This is often a challenging question to evaluate, particularly for end-of-unit exams. What criteria would you use to assess _____?What data were used to evaluate _____?How could you verify _____?What information would you use to prioritize _____? EvaluateEvaluate the accuracy of the movie "The Patriot." FindFind the errors in the following math problem. SelectSelect the most appropriate action that you should take against a school bully. Justify your answer. DecideDecide on a meal plan for the next week that includes all the required servings according to the USDA ChooseMyPlate nutrition guide. JustifyAre the arts an important part of a school's curriculum? Justify your answer. DebateDebate the pros and cons of charter schools. JudgeJudge the importance of students reading a play by William Shakespeare while in high school. At the creating level, students move beyond relying on previously learned information and analyzing items that the teacher has given them. Instead, they create new products, ideas, and theories. What alternative would you suggest for ___?What changes would you make to revise___? How would you generate a plan to ___? What could you invent___? CreateCreate a haiku about a desert animal. InventInvent a new board game about Industrial Revolution inventors. ComposeCompose a new piece of music that includes chords in the key of C major. ProposePropose an alternative way to get students to clean up after themselves in the lunchroom. PlanPlan an alternative meal to serve vegetarians during Thanksgiving. DesignDesign a campaign to help stop teenage smoking. FormulateFormulate a bill that you would like to see passed in Congress. DevelopDevelop an idea for a science fair project that focuses on the effects of pollution on plant life. Armstrong, Patricia. “Blooms Taxonomy.” Vanderbilt University, 25 Mar. 2020, cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/. FacebookTwitterSubscribe by TeachThought Staff While critical thinking is a foundation rather than a brick, how you build that foundation depends on the learning process itself: exposing students to new thinking and promoting interaction with that thinking in a gradual release of responsibility approach. Question stems can be a powerful part of that process no matter where the learner is. They can be used as metacognitive and higher-order thinking prompts for class discussions, prompting, cueing, pre-assessment, self-assessment, formative and summative assessment, etc. See also 28 Critical Thinking Question Stems & Response Cards ($2.95) The following graphic includes 25+ question stems framed around the early, non-revised Bloom’s Taxonomy are worth a gander. In the ‘Knowledge’ category, question stems focus on helping students identify and recall information — these are often referred to as ‘literal’ questions, because a learner could more than likely point to a specific location in a text and say, “This is the answer.” ‘Comprehension’ question stems go a step further by prompting the students to make explain concepts or relationships in their own words, demonstrating that they can organize and select facts and ideas from within and across texts. With ‘Application,’ students elevate their thinking by applying what they comprehend. They use facts, rules, and principles to relate their learning to other contexts, like text-to-text, text-to-world, and text-to-self connections. In ‘Analysis,’ learners separate parts from a whole. They may categorize information, compare and contrast, or use a diagram to show relationships. ‘Synthesis’ requires students to combine ideas to form a new idea. Here, students are moving toward creation and ingenuity. They can make predictions and devise prototypes for presented problems. Finally, ‘Evaluation’ question stems prompt students to share their own thinking, or to make judgments based on a body of evidence and/or opinion. While this version of Bloom’s Taxonomy has since been revised, we see value in these question stems as resources to help students think more deeply, and to help teachers start them off on the right track. Image attribution flickr enokson One of the most powerful aspects of Bloom’s taxonomy is that it offers you, as an educator, the ability to construct a curriculum to assess objective learning outcomes, including advanced educational objectives like critical thinking. Pre-created Bloom’s taxonomy questions can also make planning discussions, learning activities, and formative assessment part of this much easier. For those unfamiliar with Bloom’s Taxonomy, it consists of a series of hierarchical levels (normally arranged in a pyramid) that build on each other and progress towards higher-order thinking skills. Each level contains verbs, such as “demonstrate” or “design,” that can be measured to gain greater insight into student learning. Click here to download 100+ Bloom’s taxonomy question stems for your classroom – and get everything you need to engage your students. Bloom’s taxonomy (1956) The original Bloom’s Taxonomy framework consists of six levels that build off of each other as the learning experience progresses. It was developed in 1956 by Benjamin Bloom, an American educational psychologist. Below are descriptions of each level: Knowledge: Identification and recall of course concepts learnedComprehension: Ability to grasp the meaning of the material Application: Demonstrating a grasp of the material at this level by solving problems and creating projectsAnalysis: Finding patterns and trends in the course materialSynthesis: The combining of ideas or concepts to form a working theory Evaluation: Making judgments based on the information students have learned as well as their own insights A group of educational researchers and cognitive psychologists developed the new and revised Bloom’s Taxonomy framework in 2001 to be more action-oriented. This way, students work their way through a series of verbs to meet learning objectives. Below are descriptions of each of the levels in revised Bloom’s Taxonomy: Remember: To bring an awareness of the concept to learners’ minds.Understand: To summarize or restate the information in a particular way.Apply: The ability to use learned material in new and concrete situations.Analyze: Understanding the underlying structure of knowledge to be able to distinguish between fact and opinion.Evaluate: Making judgments about the value of ideas, theories, items and materials.Create: Reorganizing concepts into new structures or patterns through generating, producing or planning. Bloom’s Taxonomy for adjunct professors Free Download: Bloom’s Taxonomy Question Stems and Examples Bloom’s Taxonomy questions are a great way to build and design curriculum and lesson plans. They encourage the development of higher-order thinking and encourage students to engage in metacognition by thinking and reflecting on their own learning. In The Ultimate Guide to Bloom’s Taxonomy Question Stems, you can access more than 100 examples of Bloom’s taxonomy questions examples and higher-order thinking question examples at all different levels of Bloom’s Taxonomy. Examples of Bloom’s Taxonomy question stems Bloom’s Taxonomy (1956) question samples: Knowledge: How many…? Who was it that…? Can you name the…? Comprehension: Can you write in your own words…? Can you write a brief outline…? What do you think could have happened next…? Application: Choose the best statements that apply Judge the effects of... What would result ...? Analysis: Which events could have happened...? If ... happened, how might the ending have been different? How was this similar to…?Synthesis: Can you design a … to achieve …? Write a poem, song or creative presentation about…? Can you see a possible solution to…?Evaluation: What criteria would you use to assess…? What data was used to evaluate…? How could you verify…? Revised Bloom’s Taxonomy (2001) question samples: Remember: Who…? What…? Where…? How…?Understand: How would you generalize…? How would you express…? What information can you infer from…?Apply: How would you demonstrate…? How would you present…? Draw a story map. Analyze: How can you sort the different parts…? What can you infer about…? What ideas validate…? How would you categorize…?Evaluate: What criteria would you use to assess…? What sources could you use to verify…? What information would you use to prioritize..? What are the possible outcomes for…?Create: What would happen if…? List the ways you can…? Can you brainstorm a better solution for…?

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