

Bloom's Level	Action Verbs	Assessments	Questions	Instructional Strategies
Creating	Choose, Combine, Compose, Construct, Create, Design, Develop, Do, Formulate, Hypothesize, Invent, Make, Make up, Originate, Organize, Plan, Produce, Role Play	Advertisement Poem Blueprint Cartoon Collage Film Formula Invention New game Newspaper Painting Plan Play Song Story Video	How would you test. . . ? Propose an alternative. Solve the following. How else would you . . . ? State a rule. -Can you design a...to...? -Can you see a possible solution to...? -How would you devise your own way to...? -What would happen if...? -How many ways can you...? -Can you create new and unusual uses for...?	Modeling Challenging assumptions Reflection through journaling Debates Discussions and other collaborating learning activities Design Decision-making situations
Evaluating	Argue, Assess, Choose, Compare, Conclude, Criticize, Debate, Defend, Determine, Evaluate, Justify, Prioritize, Rate, Recommend, Support, Tell why, Value	Conclusion Debate Editorial Investigation Judgment Opinion Recommendation Report Survey Verdict	What fallacies, consistencies, inconsistencies appear? Which is more important, moral, better, logical, valid, appropriate? Find the errors. Is there a better solution to...? What do you think about...? Do you think...is a good or bad thing? How would you feel if...? How effective are...? What are the pros and cons of ...?	Challenging assumptions Journaling Debates Discussions and other collaborating learning activities Decision-making situations Comparing Methods Criterion based judgment

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Analyzing	Analyze, Categorize, Classify, Compare, Differentiate, Distinguish, Identify, Infer, Point Out, Select, Subdivide, Survey, Calculate, Contrast, Diagram, Discover, Examine, Experiment, Group, Interpret Investigate, Order, Organize, Question, Relate, Research, Sequence, Solve	Chart Checklist Database Diagram Graph Illustration Investigation List Outline Plan Questionnaire Report Spreadsheet Summary	Which events could not have happened? How is ...similar to ...? What are some other outcomes? Why did ...occur? What was the problem with...? Make a distinction. What is the function of . . . ? What's the relationship between? The least essential statements are What statement is relevant?	Models of thinking Challenging assumptions Retrospective analysis Reflection through journaling Debates Discussions and other collaborating learning activities Decision-making situations
Applying	Apply, Choose, Dramatize, Explain, Generalize, Judge, Organize, Paint, Prepare, Produce, Select, Show, Sketch, Solve, Use, Adapt, Calculate Change, Compute, Draw, Experiment, Illustrate, List, Make, Manipulate, Practice, Sequence, Teach	Demonstration Diagram Experiment Illustration Journal Lesson Map Model Performance Poster Prediction Presentation Report Scrapbook Simulation	Do you know of another instance where...? Can you group...? Which factors would you change...? What questions would you ask of...? From the information given, can you develop a set of instructions about...?	Modeling Cognitive apprenticeships "Mindful" practice – NOT just a "routine" practice Part and whole sequencing Authentic situations "Coached" practice Case studies Simulations Algorithms

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Understanding	Classify, Defend, Demonstrate, Distinguish, Explain, Express, Extend, Give Example, Illustrate, Indicate, Interrelate, Interpret, Infer, Judge, Match, Paraphrase, Represent, Restate, Rewrite, Select, Summarize	Debate Definition Dramatization Example Explanation Label List Outline Quiz Recitation Reproduction Story Problems Summary Test	State in your own words. Which are facts? What does this mean? Is this the same as. . .? Give an example. Select the best definition. Condense this paragraph. What would happen if . . . ? State in one word . . . Explain what is happening. What part doesn't fit? Explain what is meant. What expectations are there? Read the graph (table). What are they saying? This represents. . . What seems to be . . . ? Is it valid that . . . ? What seems likely? Show in a graph, table.	Key examples Emphasize connections Elaborate concepts Summarize Paraphrase STUDENTS explain STUDENTS state the rule "Why does this example. . . ?" Create visual representations (concept maps, outlines, flow charts organizers, analogies, pro/con grids)

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Remembering	Choose, Describe, Define, Identify, Label, List, Locate, Match, Memorize, Name, Omit, Recite, Recognize, Select, State	Definition Fact Label List Quiz Worksheets Workbooks,	Who? Where? Which One? What? How? Can you name...? Which is true/false? State in your own words. Which are facts? What does this mean? Is this the same as. . .? Give an example. Select the best definition..? State in one word . . . Explain what is happening. What expectations are there? Read the graph (table). What are they saying? This represents. . . What seems to be . . .? Is it valid that . . .? What seems likely? Show in a graph, table.	Highlighting Rehearsal Memorizing Mnemonics

Resources:

<http://www.gcssk12.net/fullpanel/uploads/files/revised-blooms-chart.pdf>

https://stemedhub.org/resources/758/download/BloomRevisedTaxonomy_KeyWords-1-1.pdf