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| BLOOM’S TAXONOMY: WRITING |
| Levelofthinking | Level Attributes | Learning Objective/ Outcome Verb | Sample Questions |
| 1.KNOWLEDGE | Exhibits previously learned material by recalling facts, terms, basic concepts and answers  | choose count define draw find indicate label list match name quote recall recite record repeat show spell state tabulate tell trace underline write | What is…? How is…? When did \_ happen? Can you recall…? How would you show…? Can you list three…? Which one…who was? |
| 2.COMPREHENSION | Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas | associate compare compute conclude contrast classify demonstrate describe differentiate distinguish edit explain extend extrapolate illustrate infer interpret locate outline predict relate rephrase restate in your own words rewrite show summarize translate  | How would you classify the type of…? Will you state or interpret in your own words…? How would you rephrase the meaning…? What facts or ideas show…? Can you say what is happening…what is meant?  |
| 3.APPLICATION | Solving problems by applying acquired knowledge, facts, techniques and rules in a different way. | apply build calculate choose complete conduct construct demonstrate develop discover experiment identify illustrate implement increase interview make use of model modify order organize plan prepare relate repair select solve transfer utilize | How would you use…? How would you show your understanding of\_? What would result if you…? What facts would you select to show…? What questions would you ask in an interview with…? |
| 4.ANALYSIS | Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence. | analyze categorize classify compare contrast diagram distinguish divide group infer outline point out relate separate simplify survey test for transform | What are the features of…? How is\_related to\_? Why do you think...? What conclusions can you draw…? What ideas justify…? What is the relationship between…? |
| 5.SYNTHESIS | Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions | adapt arrange build change combine compile compose construct create design develop elaborate formulate generalize imagine improve organize plan predict prescribe propose solve synthesize test  | What changes would you make to solve…? How would you improve…? What would happen if…? Can you elaborate on the reason..? Can you predict the outcome of…?  |
| 6.EVALUATION | Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria | argue award choose conclude criticize decide defend determine dispute evaluate judge justify measure prioritize prove rate recommend select support  | Do you agree with the actions…? How would you prove…? Can you assess the importance of…? What choice would you have made…? How would you prioritize the facts…? |

Teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives

The University of West Florida Academic Technology Center: Bloom’s Taxonomy of Critical Thinking and Writing Effective Learning Objectives/Outcomes

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| BLOOM’S TAXONOMY: Narrative and Informational Text Reading |
| Levelofthinking | Definition | Thinking Process Involved | Sample Questions |
| 1.KNOWLEDGE/REMEMBER | Recognizing or recalling literal information  | arrange define describe duplicate find label list match memorize name recognize recall repeat retrieve select tell | Who…? Who was it that…? Can you name…? What…? What is…? When…? Can you name…?Describe what happened after…? Where..? How…? |
| 2.COMPREHENSION/UNDERSTAND | Constructing meaning from text Demonstrating understanding of facts, concepts, ideas | classify compare contrast demonstrate describe discuss explain extend illustrate infer interpret outline paraphrase relate rephrase restate review translate summarize show | Can you retell in your own words…? Can you explain why…? What did…look like? What kind of character was…? Why did…? Write a brief outline of… Can you clarify…? Who do you think…? What was the main idea? |
| 3.APPLICATION | Applying text content to a new situation | apply build choose construct demonstrate develop dramatize draw experiment with illustrate interview make use of model organize plan practice schedule select sketch solve use utilize | Do you know another instance where…? How are…characters similar or different? Illustrate how belief systems and values are presented. What questions would you ask of…? Can you organize…to show…? |
| 4.ANALYSIS | Breaking down idea into their parts to show how they are related | analyze appraise assume categorize classify compare conclusions contrast differentiate discover distinguish divide examine function group inspect make distinctions question relationships rest sequence simplify  | Which events could not have happened if…? How does…compare/contrast with…? Can you distinguish between…? What evidence can you list for…? What was the problem with…? |
| 5.SYNTHESIS | Combining different ideas to create an original work | assemble compose construct create design develop formulate organize propose write | What would you…? How could you adapt/expand…? What might happen if you…? What solutions would you suggest for…? If you were…?  |
| 6.EVALUATION | Judging/justifying a position or course of action based on some criteria or standards | Agree appraise argue assess award choose compare defend determine disprove estimate evaluate influence judge justify measure prioritize prove rate recommend select support evaluate | Judge the value of...Can you defend…position? Do you think…is a good or a bad thing? What are the consequences…? How effective was…? How would you decide about…? Do you agree…? |
| 7. CREATE | Generating new ideas, products or ways of viewing things | combine compile construct design develop elaborate formulate imagine improve invent modify plan produce propose solve | What would happen if…? Can you see a possible solution to…? What do you imagine would have been the outcome if…? Invent a new ending. |

Based on the *Teaching Reading Sourcebook* 2nd Edition and <http://blog.curriculet.com/38-question-starters-based-blooms-taxonomy/>