

Bloom's Taxonomy of Cognitive Skills

Cognitive Skill Questions				
Cognitive Level		Question Stem	Thinking Task	Content Type
Low Level	Knowledge	What do you. . . ? Who do you. . . ?	observe, recall, recognize, remember	concepts, definitions, facts, problems, processes, objects, rules, vocabulary
		How would you. . . ? How could you. . . ? How might you. . . ?	arrange, chart, collect, define, describe, identify, label, list, locate, name, quote, repeat, reproduce, show, tell	
Low Level	Comprehension	How would you. . . ? How could you. . . ? How might you. . . ?	compare, contrast, describe, demonstrate, differentiate, discuss, explain, indicate, interpret, provide examples of, predict, say in your own words, summarize, translate	concepts, definitions, facts, problems, processes, objects, rules, vocabulary
High Level	Application	How would you. . . ? How could you. . . ? How might you. . . ?	alter, apply, arrange, calculate, change, choose, classify, compute, demonstrate, determine, employ, estimate, extend, figure out, illustrate, modify, predict, relate, reverse, show, solve	concepts, problems, processes, rules
High Level	Analysis	How would you. . . ? How could you. . . ? How might you. . . ?	analyze, arrange, categorize, classify, compare, connect, contrast, deduce, differentiate, discriminate, dissect, distinguish, examine, explain, hypothesize, infer, investigate, predict, research, separate	concepts, events, objects, organisms, phenomena, problems, processes, rules
High Level	Synthesis	How would you. . . ? How could you. . . ? How might you. . . ?	build, combine, compose, conduct, connect, construct, create, develop, design, devise, draft, envision, generalize, imagine, incorporate, integrate, invent, formulate, modify, organize, plan, prepare, propose, rearrange, rewrite, set up, substitute, support, teach, test, theorize, use, write	demonstrations, ideas, experiments, evidence, models, performances, positions, products, rules, theories
		What can you. . . ?	conclude, deduce, infer from, predict	
High Level	Evaluation	How would you. . . ? How could you. . . ? How might you. . . ?	appraise, argue for/against, assess, choose, compare, conclude, contrast, convince, decide, defend, discriminate, evaluate, explain, grade, judge, measure, rank, rate, recommend, select, score, support, test	conclusions, demonstrations, experiments, evidence, ideas, merits, performances, positions, products, theories, usefulness, value

Active Listening Question Stems

Active Listening Skill	Question Stem	
Paraphrasing	So, you're saying . . . is that correct? In other words . . . ? What I'm hearing then is . . . is that right? What I hear you saying. . . am I understanding you correctly?	From what I hear you say. . . does that seem right to you? I'm hearing many things. . . do I understand your main point? As I listen to you I'm hearing. . . is that what you mean?
Clarifying	Would you tell me a little more about. . . ? Let me see if I understand. . . is that correct? I'd be interested in hearing more about. . . It would help me understand if you'd give me an example of. . . So, are you saying/suggesting. . . ? Can you tell me what you mean when you. . . ?	Can you tell me how that idea is like (different from) . . . ? To what extent . . . ? I'm curious to know more about. . . can you add to what you said? I'm intrigued by . . . can you tell us more? I'm interested in . . . how/what/why? I wonder. . . what do you think?
Reflecting	What's another way you might. . . ? What do you think would happen if. . . ? How was. . . different from (like) . . . ? What's another way you might. . . ? What might happen if. . . ? How did you decide . . . (come to that conclusion)?	What would it look like if. . . ? What sort of impact do you think . . . ? What criteria did you use to . . . ? When have you done something like. . . before? What do you think?

Managing Students as They Work

Management Questions		
Teacher Task	Question Stem	Thinking Task
Manage, monitor	Do you. . . ?	agree, have a plan, need help, understand the question
	Have you. . . ?	begun to, come to an agreement on, completed, decided how you will approach, divided responsibilities, finished, taken a position
Clarify	Can you . . . ?	define, explain, provide examples of, repeat, rephrase
Orient	What . . . ?	does the question ask, does the task specify, are the key words
	Where can you. . . ?	find, learn, see
	How can you. . . ?	determine, find out, learn, show, prove
Refocus	You said ____, but the question is ____; can you . . . ?	rethink, reconsider, relate your ideas to, think of another way
Probe	What does. . . ?	look like, remind you of , suggest to you
	What would . . . ?	happen if
	How would you . . . ?	feel if
Extend	Can you. . . ?	predict what would happen, suggest another possibility, think of a similar situation
Narrow	Can you. . . ?	determine what's missing, develop a new rule, draw a conclusion
	What might that. . . ?	mean, represent, suggest
Summarize	How would you. . . ?	encapsulate, list, outline, paraphrase, say in your own words

From *PATHWISE Minicourses for Teachers: Questioning to Enhance Student Learning*, by Marie Collins, 2002.

Thinking About Thinking

Metacognitive Questions		
Metacognitive Task	Question Stem	Word Bank
Analysis	What did you. . . ?	do, learn, notice, think
	How did you. . . ?	arrive at, choose, compare, connect, decide, determine, evaluate, feel, imagine, link, plan, proceed, solve
Reflect	How did that. . . ?	change, affect, impact, help, hurt
	What can you. . . ?	change, do differently next time, do in addition, do instead, do to accomplish
	How can you. . . ?	change, check, find out, help, know, learn, remind yourself, resolve, revise, solve, strengthen, support, think differently, verify
	How would you. . . ?	explain, feel, react, teach
Apply	What if you. . . ?	asked a friend, asked for feedback, proceeded in steps, reminded yourself that, reversed it, slowed down, speeded up, tried again
Monitor	What did you. . . ?	change, do differently, learn, notice, think
	How did you. . . ?	evaluate, feel, imagine, improve, plan, proceed

Focusing Our Vision



If we ensure quality instruction, then all students will learn the knowledge and skills needed for the 21st Century.
Daviess County Public Schools