**Bloom’s Revised Taxonomy - Student Actions**

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| **CREATING**  (Constructing a new product)  assemble, construct, create, design, develop, formulate, write, invent, compose, predict, plan, design, propose, devise, formulate, combine, hypothesize, originate, add to, forecast | **EVALUATING** (Judgment)  appraise, defend, judge, rank, rate, select, prioritize, support, value, choose, conclude, decide, evaluate, gauge, justify, debate, verify, argue, recommend, assess, critique, criticize, weigh, estimate |
| **Analyzing**  **(breaking things down)**  dissect, distinguish, relate, specify, infer, group, differentiate, diagram, categorize, compare, contrast, separate, advertise, take apart, subdivide, deduce | **Applying**  **(Using knowledge in new situations)**  find out, operate, make, solve, use, show, demonstrate, compute, draw, give an example, illustrate, state a rule or principle, construct, complete, examine, classify, choose, interpret, put together, change, produce, translate, calculate, manipulate, modify, put into practice |
| **Understanding**  **(Comprehension)**  interpret, restate, summarize, translate, describe, paraphrase, tell in you own words, rewrite, convert, explain, put in order, trace, outline, discuss, distinguish, predict, translate, relate, find out more information about | **Remembering**  **(recall; recognition)**  match, define, tell, state, underline, fill in the blank, identify, label, locate, list, memorize, name, recall, spell, relate, find, state, name, recognize, reproduce, draw, select, recite |

**Possible Products/Outcomes**

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| **CREATING**  **(making something original based on new knowledge)**  Invent a machine to do a specific task.  Design a building to house your study.  Create a new product, give it a name and then devise a marketing strategy.  Design a record, book or magazine cover.  Sell an idea.  Devise a way to …  Compose a rhythm or put new words to an old song. | **EVALUATING** (Judgment)  Prepare a list of criteria to judge a ..show?  Remember to indicate priorities and ratings.  Conduct a Paideia/Socratic Seminar about a special issue.  Make a booklet about 5 rules you see as important to convince others.  Form a panel to discuss views.  Write a letter to .... advising on changes needed at …  Write a half yearly report.  Present your point of view. |
| **Analyzing**  **(breaking things down)**  Design a questionnaire to gather information.  Write a commercial to sell a new product.  Conduct an investigation to produce information to support a point of view.  Construct a graph to illustrate selected  information.  Make a jigsaw puzzle.  Make a family tree showing relationships.  Put on a play about the study area.  Write a biography of the study person.  Prepare a report.  Arrange a party and record as a procedure.  Review apiece of art including form, colour and texture | **Applying**  **(Using knowledge in new situations)**  Construct a model to demonstrate how it will work.  Make a diorama to illustrate an important event.  Make a scrapbook about the areas of study.  Make a papier-mache map to include relevant information about an event.  Take a collection of photographs to demonstrate a particular point.  Make up a puzzle game showing the ideas from an area of study.  Make a clay model of an item in the area.  Design a market strategy for your product.  Dress a doll in costume.  Paint a mural.  Write a textbook outline. |
| **Understanding**  **(Comprehension)**  Cut out or draw pictures to show a particular event.  Illustrate what you think the main idea was.  Make a cartoon strip showing the sequence of events.  Retell the story in your own words.  Paint a picture of some aspect you like.  Write a summary report of an event.  Prepare a flow chart to illustrate the sequence of events.  Make a coloring book. | **Remembering**  **(recall; recognition)**  Make a list of the main events  Make a timeline of events.  Make a facts chart.  Write a list of any pieces of information you can remember.  List all the …in the story.  Make a chart showing...  Make an acrostic.  Recite a poem |

**‘Question Stems**

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| **CREATING**  **(making something original based on new knowledge)**  • Can you design a...to...?  • Can you see a possible solution to...?  • If you had access to all resources, how would  you deal with...?  • Why don't you devise your own way to...?  • What would happen if ...?  • How many ways can you...?  • Can you create new and unusual uses for...?  • Can you develop a proposal which would...? | **EVALUATING** (Judgment)  • Is there a better solution to...?  • Judge the value of... What do you think about...?  • Can you defend your position about...?  • Do you think...is a good or bad thing?  • How would you have handled...?  • What changes to.. would you recommend?  • Do you believe...? How would you feel if. ..?  • How effective are. ..?  • What are the consequences..?  • What influence will....have on our lives?  • What are the pros and cons of....?  • Why is ....of value?  • What are the alternatives?  • Who will gain & who will loose?\. |
| **Analyzing**  **(breaking things down)**  • Which events could not have happened?  • If. ..happened, what might the ending have been?  • How is...similar to...?  • What do you see as other possible outcomes?  • Why did...changes occur?  • Can you explain what must have happened when...?  • What are some or the problems of...?  • Can you distinguish between...?  • What were some of the motives behind..?  • What was the turning point?  • What was the problem with...? | **Applying**  **(Using knowledge in new situations)**  • Do you know of another instance  where…?  • Can you group by characteristics such  as…?  • Which factors would you change if…?  • What questions would you ask of…?  • From the information given, can you  develop a set of instructions about…? |
| **Understanding**  **(Comprehension)**  • Can you write in your own words?  • How would you explain…?  • Can you write a brief outline...?  • What do you think could have happened next...?  • Who do you think...?  • What was the main idea...?  • Can you clarify…?  • Can you illustrate…?  • Does everyone act in the way that …….. does? | **Remembering**  **(recall; recognition)**  • What happened after...?  • How many...?  • What is...?  • Who was it that...?  • Can you name ...?  • Find the meaning of…  • Describe what happened after…  • Who spoke to...?  • Which is true or false…? |