

1 Remembering

RECALLING INFORMATION: Retrieving & recognizing previously learned information; may involve the recall of terminology, specific facts, methods, procedures, basic concepts, or principles.

Action Words	Sample Questions	Activities/products
Arrange Count Define Describe Draw Duplicate Identify Label	List Match Name Order Point Quote Read Recall	Recite Recognize Record Repeat Reproduce Select State Write
	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? What is...? What is the definition of _____?	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... Recite a poem.

3 Applying

USING INFORMATION IN ANOTHER FAMILIAR SITUATION: Using learned material to approach a problem; may involve the use of a concept in a new situation or location or applying things such as rules, methods, concepts, principles, laws, and theories.

Action Words	Sample Questions	Activities/products
Add Apply Calculate Change Choose Classify Complete Compute Demonstrate Determine Develop Discover Divide	Dramatize Employ Examine Formulate Graph Illustrate Interpret Manipulate Modify Multiply Operate Organize Perform	Practice Predict Prepare Produce Relate Schedule Shop Show Sketch Solve Subtract Translate Use
	Do you know of another instance where...? Could this have happened in...? Can you group by characteristics such as...? Which factors would you change if...? Can you apply the method used to some experience of your own...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to show how it will work. Make a diorama to illustrate an event. Make a scrapbook about the areas of study. Make a map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a marketing strategy for your product using a known strategy as a model.

Keep in mind that the categories are not always distinct and separate from one another; the levels often overlap. For instance, "summarize" might be a way of demonstrating understanding; it can also involve analysis or evaluation.

2 Understanding

EXPLAINING IDEAS OR CONCEPTS: Showing a grasp of the relationships between the elements of the subject; may involve restating the problem in your own words, making the information personal or identifying a step-by-step process.

Action Words	Sample Questions	Activities/products
Associate Classify Compare Compute Contrast Convert Describe Differentiate Discuss Distinguish Explain	Express Extend Generalize Give Examples Examples Identify Indicate Locate List Match Paraphrase	Predict Recognize Report Restate Review Rewrite Select Sort Summarize Tell Translate
	Can you explain why....? Can you write in your own words...? What could happen next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of...? Can you clarify....? Can you illustrate....?	Draw pictures to show a particular event. Illustrate what you think the main idea was. Write and perform a play based on the story. Retell the story in your words. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a brochure Make an outline

4 Analyzing

BREAKING INTO PARTS TO EXPLORE RELATIONSHIPS: Identifying components of a problem in order to focus attention on each aspect; determining how the parts relate to one another and to an overall structure. May involve drawing conclusions from factual information or interpreting meaning of statements.

Action Words	Sample Questions	Activities/products
Analyze Appraise Arrange Breakdown Calculate Combine Compare Contrast Criticize Design Detect Determine	Develop Diagram Differentiate Dicriminate Distinguish Estimate Examine Experiment Extrapolate Formulate Identify Illustrate	Infer Inspect Inventory Outline Point out Question Relate Select Separate Subdivide Test Utilize
	Which events could have led to...? How is similar to ...? What was the underlying theme of...? What are other possible outcomes? Why did ... changes occur? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the sequence? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Find information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate information. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Review a work of art in terms of form, color and texture.

5 Evaluating

JUSTIFYING A DECISION/COURSE OF ACTION: Making judgments based on criteria or standards or combining parts to form a new concept or idea; judging the value of material based on a specific purpose.

Action Words			Sample Questions	Activities/products
Appraise	Determine	Rate	Is there a better solution to...	Prepare a list of criteria to judge a ...
Argue	Estimate	Revise	Judge the value of...	Indicate priority and ratings.
Assess	Evaluate	Score	What do you think about...?	Conduct a debate about an issue.
Attack	Grade	Select	Can you defend your position about...?	Make a booklet about 5 rules you see as important.
Choose	Interpret	Support	Do you think ... is a good or a bad thing?	Convince someone of your point of view.
Compare	Judge	Test	How would you have handled...?	Form a panel to discuss views about a topic.
Conclude	Justify	Value	What changes to ... would you recommend?	Write a letter to ... advising on changes needed at...
Contrast	Measure	Weigh	Do you believe....?	Write an annual report.
Criticize	Predict		How would you feel if....?	Prepare a case to present your view about...
Critique	Rank		How effective are...?	
Defend			What are the alternatives?	
			Who will gain & who will lose?	

Adapted from: Pohl, Michael, *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic: Hawker Brownlow, 2000.



Verde Learning Center

Building M, Room-122

928-634-6562

www.yc.edu/learningcenter

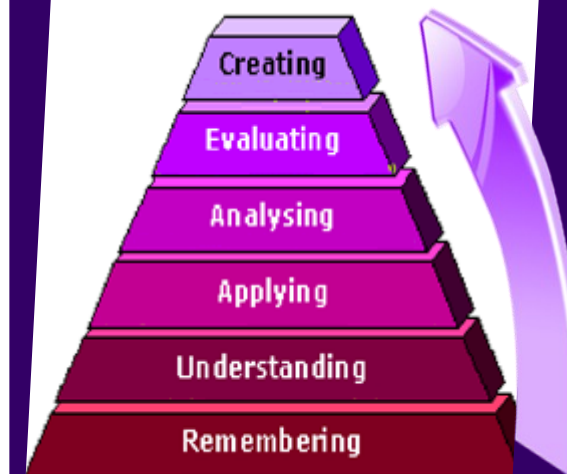


6 Creating

GENERATING NEW IDEAS OR VIEWS: Correlating elements to form a unique or functional whole; may involve creativity of writing theme or speech, or integrating learning from different areas into a plan for solving a problem or developing a new approach. This is highest in the cognitive hierarchy because it contains elements of all the other categories, plus conscious value judgments based on clearly defined criteria.

Action Words			Sample Questions	Activities/products
Arrange	Explain	Propose	Can you design a ... to ...?	Invent a machine to do a specific task.
Assemble	Formulate	Rearrange	Can you see a possible solution to...?	Create a new product. Give it a name and plan a marketing campaign.
Categorize	Generate	Reconstruct	If you had access to all resources how would you deal with...?	Write about your feelings in relation to...
Collect	Group	Relate	Why don't you devise your own way to ...?	Write a TV show, play, puppet show, role play, song or pantomime about...
Combine	Integrate	Reorganize	What would happen if...?	Design a record, book, or magazine cover for...
Compile	Manage	Revise	How many ways can you...?	Make up a new language code and write material using it.
Compose	Modify	Rewrite	Can you create new and unusual uses for...?	Sell an idea.
Construct	Order	Specify	Can you develop a proposal which would...?	Devise a way to...
Create	Organize	Summarize		
Debate	Plan	Synthesize		
Derive	Prepare	Tell		
Design	Prescribe	Transform		
Devise	Produce			

Bloom's Levels of Thinking



Descriptions, action words, questions and sample learning activities for each level of thinking