

Continuum of Questions

Questions can be asked based on what students know (the knowledge in the left-hand column) and on how they think (thought processes across the top of the chart) as they actively engage in discussions and other instructional activities. This continuum reflects a newly revised version of Bloom's taxonomy and is designed for teachers at all grade levels.

Knowledge	Thought processes					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Facts: Basic elements students must know Concepts: Connections between basic elements Procedures: How to do something Metacognition: Awareness of their own thinking and learning	Recall information Define Identify Label List Match Name Recognize Repeat	Grasp the meaning Describe Discuss Explain Extend Give examples Illustrate Paraphrase Summarize Clarify	Use learned material in new ways Use procedures and knowledge Construct Implement Demonstrate Discover Predict Relate Show Solve Use Classify Collect	Separate and understand the parts of something Compare Contrast Determine Distinguish cause and effect Infer Point out Draw conclusions Distinguish	Make decisions Judge something based on criteria Conclude Judge Rate Choose Select Measure Weigh Test Check	Make connections Put elements together Combine Compose Imagine What if... Suppose Create Design Develop Plan Rearrange

Adapted from Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison-Wesley Longman.

Examples of Different Types of Questions

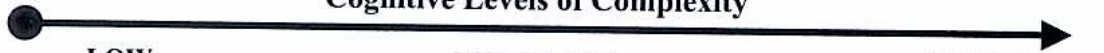
Mary Had a Little Lamb

Mary had a little lamb,
 Its fleece was white as snow.
 Everywhere that Mary went,
 The lamb was sure to go.
 It followed her to school one day,
 Which was against the rules.
 It made the children laugh and play,
 To see a lamb at school.

Types of Questions	<i>Mary Had a Little Lamb</i>
Remember	What followed Mary to school?
Understand	Can you explain what was against the school's rules?
Apply	What would you do if your pet followed you to school?
Analyze	What caused the children to laugh and play?
Evaluate	Do you think Mary got in trouble? Why or why not?
Create	How do you suppose the children felt when they saw Mary's lamb at school? What words lead you to believe they felt this way?

WEBB'S DEPTH OF KNOWLEDGE

Cognitive Levels of Complexity



LOW

*Recall observe, question,
represent basic facts*

KEY VERBS:

- Locate details in text.
- Locate details on graph, chart, diagram.
- Recognize* sequence of events in a text.
- Identify correct meanings of words in explicit context.
- Identify figurative language in text.

MODERATE

*Summarize, infer, classify, gather,
organize, compare, display*

- Use context clues to identify meanings of unfamiliar words.
- Interpret information in graphs, charts, and diagrams.
- Recognize patterns of organization.
- Determine author's purpose or point of view.
- Determine how details support the main idea.
- Demonstrate an understanding of plot development.
- Recognize elements of plot.
- Identify cause/effect relationships.
- Summarize major points of a text.
- Identify similarities and differences.
- Compare word meanings.
- Determine fact or opinion.

HIGH

Explain, make multiple connections

- Analyze the use of figurative language in a text.
- Show how graphs, charts, and diagrams contribute to a text.
- Determine the author's purpose and describe how it affects the text.
- Identify and evaluate devices of persuasion.
- Evaluate strong vs. weak arguments in a text.
- Analyze similarities and differences.
- Describe and analyze the characteristics of various types of literature.
- Describe and illustrate how common themes are found across texts.
- Analyze cause and effect relationships.

*Adapted from: Webb, N.L. (1999)
Alignment of Science and Mathematics
Standards and Assessments in four states:
Research Monograph No. 18. Madison,
WI: National Institute for Science
Education.*