

### Planning your questions using Bloom's Taxonomy

Bloom's Taxonomy analysed six levels of questioning to explore six levels of learning or cognition. Initially developed from classroom studies of effective teachers, it has been widely adopted outside the classroom.

Some versions of the taxonomy put "Evaluation" and "Synthesis or Creating" in the opposite order presented here.

For application in the Governing Body, more challenging and thought provoking questions will be found in the "analysis", "evaluation" and "synthesis" areas.

Bloom's Taxonomy Category	Useful verbs	Question Stems
<b>Knowledge or remembering</b>	Tell List Describe Relate Locate Write Find State	Name What happened...? How many...? Can you name the...? Describe...? What is...? Which is true or false...?
<b>Comprehension or understanding</b>	Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe	Can you summarise...? What do you think might happen next...? Who do you think...? What was the main factor...? Who was the key influencer...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?
<b>Application</b>	Solve Show Use Illustrate Construct Complete Examine Classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply that method to our school...? What questions would you ask of...? Would this information be useful if you had a ...?
<b>Analysis</b>	Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate	What results might have been achieved if ...? If ... happened, what might have been different? How was this similar to...? What is the underlying pattern of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare these results ... with those from (year/year group/subject)...? Can you explain what must have happened when...? How is ... similar to...?

	Advertise	What are some of the problems of...? Can you distinguish between...?
<b>Evaluation</b>	Judge Select Choose Decide Justify Debate Verify Argue Recommend Assess Discuss Rate Prioritise Determine	Is there a better solution to...? Judge the value of...? Can you give examples that support your position about...? Do you think ... is a good or a bad thing? What would you have done differently about ...? What changes to ... would you recommend? Do you believe ...? How would you feel if...? How effective are...? What do you think about...? What other options have you considered for ...? What evidence is there that supports that view ...?
<b>Synthesis or creating</b>	Create Invent Compose Predict Plan Construct Design Imagine Propose Devise Formulate	Can you design a test to collect more evidence about...? What ideas did you consider and reject...? Can you see a possible solution to...? If you had access to unlimited resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you develop a proposal which would...?

Based on an extract from 'The Ultimate Teaching Manual' by Gererd Dixie published by Continuum ISBN 9781441188861 (2011) <http://www.bloomsbury.com/uk/the-ultimate-teaching-manual-9781441188861/> and downloaded from <http://www.tes.co.uk/teaching-resource/Planning-your-questions-using-Bloom-s-Taxonomy-6072995/> (free registration with Tes.co.uk required)