

In the know ...

As teachers we ask questions every day. Not all questions are on the same level. Some questions are easy to answer where other questions may require a great deal of thinking.

EDUCATIONAL RESEARCH



Bloom designed his taxonomy to help teachers compose questions on different levels of thinking. This taxonomy ranges from lower levels (knowledge) to higher levels (evaluation) of cognitive thinking.

Bloom's Taxonomy Guide to Writing Questions

Knowledge

Useful Verbs	Sample Question Stems
tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?

Comprehension

Useful Verbs	Sample Question Stems
explain interpret outline discuss distinguish predict restate compare describe	Can you write in your own words...? 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 distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?

Application

Useful Verbs	Sample Question Stems
solve show use illustrate construct complete examine	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 the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...?

classify	Would this information be useful if you had a...?
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Analysis

Useful Verbs	Sample Question Stems
analyse distinguish examine compare contrast investigate categorize identify explain separate advertise	Which events could have happened...? If ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in... ? Can you explain what must have happened when...? 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 game?

Synthesis

Useful Verbs	Sample Question Stems
create invent compose predict plan construct design imagine propose devise	Can you design a ... to...? Why not compose a song about...? 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 deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...?

Evaluation

Useful Verbs	Sample Question Stems
judge select choose decide debate verify recommend assess rate determine	Is there a better solution to ...? Judge the value of. .. Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Are you a ... person? How would you feel if...? How effective are ...? What do you think about...?

Charlotte Wishart

Adapted from: <http://www.teachers.ash.ora.au/researchskills/dalton.htm>

When teachers collaborate, maths and reading scores go up

Teaching can feel like an isolating profession, but this new study shows that working in groups -- especially instructional teams -- can boost student learning.

For more information, see: Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). [Teacher Collaboration in Instructional Teams and Student Achievement](#). *American Educational Research Journal*, 52(3), 475-514

Valerie Pasco