

## Using Blooms Taxonomy to differentiate instruction

← LOW LEVEL THINKING SKILLS				HIGH LEVEL THINKING SKILLS →							
Knowledge		Comprehension		Application		Analysis		Synthesis		Evaluation	
<i>Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</i>		<i>To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.</i>		<i>To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</i>		<i>To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.</i>		<i>To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i>		<i>To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.</i>	
<b>Key words:</b>		<b>Key words:</b>		<b>Key words:</b>		<b>Key words:</b>		<b>Key words:</b>		<b>Key words:</b>	
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practice	Analyse	Examine	Prioritize
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question
Define	Quote	State	Classify	Give examples	Relate	Apply	with	Represent	Arrange	Focus	Rank
Duplicate	Read	Tell	Compare	Rephrase	Report	Associate	Group	Select	Assumption	Function	Reason
Find	Recall	Trace	Contrast	Illustrate	Rephrase	Build	Identify	Show	Breakdown	Group	Relationships
How	Recite	What	Demonstrate	illustrate	Report	Calculate	illustrate	Simulate	Categorise	Highlight	
Identify	Recognise	When	Restate	Indicate	Restate	Categorise	Interpret	Solve	Cause and effect	In-depth	Reorganise
Label	Record	Where	Discuss	Infer	Review	Choose	Interview	Summarise	effect	discussion	Research
List	Relate	Which	Estimate	Interpret	Show	Classify	Link	Teach	Choose	Inference	See
Listen	Remember	Who	Explain	Match	Summarise	Connect	Make use of	Transfer	Classify	Inspect	Select
Locate	Repeat	Why	Express	Observe	Translate	Construct	Manipulate	Translate	Differences	Investigate	Separate
Match	Reproduce	Write				Correlation	Model	Use	Discover	Isolate	Similar to
Memorise	Retell					Demonstrate	Organise		Discriminate	List	Simplify
Name	Select					Develop	Perform	Plan	Dissect	Motive	Survey
						Dramatise			Distinction	Omit	Take part in
									Distinguish	Order	Test for
									Divide	Organise	Theme
									Establish	Point out	Comparing
<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>
Describing	Definition	Classifying	Collection	Carrying out	Demonstration	Attributing	Abstract	Constructing	Advertisement	Attributing	Abstract
Finding	Fact	Comparing	Examples	Executing	Diary	Deconstructing	Chart	Designing	Film	Checking	Chart
Identifying	Label	Exemplifying	Explanation	Implementing	Illustrations	Integrating	Checklist	Devising	Media product	Deconstructing	Checklist
Listing	List	Explaining	Label	Using	Interview	Organising	Database	Inventing	New game	Integrating	Database
Locating	Quiz	Inferring	List		Journal	Outlining	Graph	Making	Painting	Organising	Graph
Naming	Reproduction	Interpreting	Outline		Performance	Structuring	Mobile	Planning	Plan	Outlining	Mobile
Recognising	Test	Paraphrasing	Quiz		Presentation		Report	Producing	Project	Structuring	Report
Retrieving	Workbook	Summarising	Show and tell		Sculpture		Spread sheet		Song		Spread sheet
	Worksheet		Summary		Simulation		Survey		Story		Survey
<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>
Can you list three ...?	Can you explain what is happening ... what is meant ...?	How would you use ...?	What examples can you find to ...?	What are the parts or features of ...?	How is ... related to ...?	What changes would you make to solve...?	How would you improve...?	Do you agree with the actions/outcomes...?	What is your opinion of...?	Can you think of an original way for the ...?	
Can you recall ...?	Can you classify the type of ...?	How would you solve ... using what you have learned...?	How would you organise ... to show...?	Why do you think ...?	What is the theme ...?	What would happen if...?	Can you elaborate on the reason...?	How would you prove/disprove...?	Can you assess the value/importance of...?		
How did ... happen?	How would you compare ...?contrast ...?	How would you rephrase the meaning ...?	How would you show your understanding of ...?	What is there ...?	Can you list the parts...?	Can you propose an alternative...?	Can you invent...?	Would it be better if...?	Why did they (the character) choose...?		
How is ...?	How would you summarise ...?	What can you say about ...?	What approach would you use to ...?	Can you infer can you make ...?	What inference can you make ...?	Can you invent...?	How would you adapt ... to create a different...?	What would you recommend...?	What would you recommend...?		
How would you describe ...?	What facts or ideas show ...?	What is the main idea of ...?	How would you apply what you learned to develop ...?	What conclusions can you draw ...?	What conclusions can you draw ...?	How would you adapt ... to create a different...?	How could you change (modify) the plot (plan)...?	How would you rate the...?	How would you rate the...?		
How would you explain ...?	Which is the best answer ...?	Which statements support ...?	What other way would you plan to ...?	How would you categorise ...?	Can you identify the difference parts ...?	What could be done to minimise (maximise)...?	What could be done to minimise (maximise)...?	What would you cite to defend the actions...?	What would you cite to defend the actions...?		
How would you show ...?	Will you state or interpret in your own words ...?		What would result if ...?	Can you identify the difference parts ...?	What other way would you plan to ...?	What way would you design...?	What way would you design...?	How would you evaluate ...?	How would you evaluate ...?		
What is ...?			Can you make a distinction between ...?	How would you classify ...?	Can you make a distinction between ...?	Suppose you could ... what would you do...?	Suppose you could ... what would you do...?	How would you determine...?	How would you determine...?		
When did ...?			What is the function of ...?	How would you categorise ...?	What is the function of ...?	How would you test...?	How would you test...?	What choice would you have made...?	What choice would you have made...?		
When did ... happen?			What facts would you select to show ...?	Can you identify the difference parts ...?	What facts would you select to show ...?	Can you formulate a theory for...?	Can you formulate a theory for...?	What would you select...?	What would you select...?		
Where is ...?			What questions would you ask in an interview with ...?	Can you identify the difference parts ...?	What questions would you ask in an interview with ...?	Can you predict the outcome if...?	Can you predict the outcome if...?	How would you prioritise...?	How would you prioritise...?		
Which one ...?				Can you identify the difference parts ...?	Can you identify the difference parts ...?	How would you estimate the results for...?	How would you estimate the results for...?	What judgement would you make about...?	What judgement would you make about...?		
Who was ...?				Can you identify the difference parts ...?	Can you identify the difference parts ...?	What facts can you compile...?	What facts can you compile...?	Based on what you know, how would you explain...?	Based on what you know, how would you explain...?		
Who were the main ...?				Can you identify the difference parts ...?	Can you identify the difference parts ...?	Can you construct a model that would change...?	Can you construct a model that would change...?	What information would you use to support the view...?	What information would you use to support the view...?		
Why did ...?				Can you identify the difference parts ...?	Can you identify the difference parts ...?	Can you think of an original way for the ...?	Can you think of an original way for the ...?	How would you justify...?	How would you justify...?		

**Bloom's Taxonomy: Teacher Planning Kit**

Reference: Bloom's Taxonomy: Teacher Planning Kit  
 Accessed from TES Australia Newsletter, 11 October 2015