Teaching Threads

Critical Thinking Questions Adopted from Bloom

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Level 1: Knowledge

Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key Words: Who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name relate, tell, recall, select

What is……?	How is……?	Who was……?
Where is……?	When did_____happen……?	Which one……?
How did_____happen……?	How would you explain……?	Can you list three……?
Why did……?	How would you describe……?	Who were the main……?
When did……?	Can you recall……?	Can you select……?
How would you show……?		

Level 2: Comprehension

Demonstrating, understanding of facts and ideals by organizing comparing, translating, interpreting, giving descriptions and stating main ideas.

Key Words: Compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

How would you classify the type of……?	What can you say about……?
How would you compare……? Contrast……?	Which is the best answer……?
Will you state/interpret in your own words…?	How would you summarize…?
How would you rephrase the meaning……?	What facts or ideas show……?
What is the main idea of……?	Which statements support…?
Can you explain what is happening……?	What is meant……?

Level 3: Application

Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key Words: Apply, build, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identity

What questions would you as, in an interview with……?	How would you use……?
How would you apply what you learned to develop…?	What approach would you use to……?
What elements would you choose to change……?	How would you organize ___ to show…?
How would you show your understanding of……?	What would result if……?

What examples can you find to……?
What facts would you select to show……?
How would you solve ___ using what you have learned……?

Can you make use of the facts to……?
What other way would you plan to……?

Level 4: Analysis

Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

Key Words: Analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, functions, motive, assumption, conclusion

What are the parts or features of……?
Why do you think……?
What motive is there……?
What inference can you make……?
How would you classify……?
Can you identify the different parts……?
What is the relationship between……?
Can you make a distinction between…?

How is _____ related to ……?
What is the theme……?
Can you list the parts……?
What conclusions can you draw…?
How would you categorize……?
What evidence can you find……?
What ideas justify……?
What is the function of……?

Level 5: Synthesis

Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words: Build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change

How would you improve…?
What would happen if…?
Can you elaborate on the reason…?
Can you propose an alternative…?
Can you invent…?
What way would you design…?
Can you formulate a theory for…?
Can you predict the outcome of…?
What facts can you compile…?
How would you estimate the results for…?

What could be done to minimize/maximize…?
Suppose you could __ what would you do…?
What could be combined to improve/change…?
How could you change/modify the plot/plan …?
How would you adapt __ to create a different…
Can you construct a model that would change…?
How would you test…?
What changes would you make to solve…?
Can you think of an original way for the…?
How would you estimate the results for…?

Level 6: Evaluation

Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key Words: Award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize,

opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, perceive, value, estimate, influence, deduct

Do you agree with the actions/outcomes…?

What is your opinion of…?

How would you rate the…?

Why was it better than…?

How could you determine…?

Can you assess the value or importance of…?

Why did the characters choose…?

Would it be better if…?

How would you prove…? Disprove…?

How would you evaluate?

How would you prioritize the facts…?

What data was used to make the conclusion…?

How would you compare the ideas…people?

Based on what you know, how would you explain…?

What info would you use to support the view…?

What would you cite to defend the actions…?

How would you determine…?

What judgement would you make about…?

What choice would you have made…?

What would you recommend…?

What would you select…?

How would you justify…?

As always, my intent in presenting these activities is to help teachers answer this question –

What can I do to make it easier for my students to learn and behave?

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