

Continuum of Questions

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

	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge Basic elements students must know	Retrieve knowledge <i>Identify</i> <i>Recall</i> <i>Define</i> <i>Label</i> <i>List</i> <i>Match</i> <i>Name</i> <i>Recognize</i> <i>Repeat</i>	Construct meaning <i>Interpret</i> <i>Clarify</i> <i>Paraphrase</i> <i>Represent</i> <i>Illustrate</i> <i>Give examples</i> <i>Describe</i> <i>Classify</i> <i>Discuss</i> <i>Explain</i> <i>Extend</i> <i>Illustrate</i> <i>Paraphrase</i> <i>Summarize</i>	Use procedures or knowledge <i>Implement</i> <i>Demonstrate</i> <i>Discover</i> <i>Predict</i> <i>Relate</i> <i>Show</i> <i>Solve</i> <i>Use</i> <i>Classify</i> <i>Collect</i>	Separate and understand the parts of something <i>Distinguish</i> <i>Focus</i> <i>Integrate</i> <i>Compare</i> <i>Contrast</i> <i>Determine</i> <i>Distinguish cause and effect</i> <i>Infer</i> <i>Point out</i> <i>Draw conclusions</i>	Make decisions Judge something based on criteria <i>Check</i> <i>Critique</i> <i>Conclude</i> <i>Judge</i> <i>Rate</i> <i>Choose</i> <i>Select</i> <i>Measure</i> <i>Test</i> <i>Weigh</i>	Make connections Synthesize and put elements together <i>Generate</i> <i>Combine</i> <i>Compose</i> <i>Imagine</i> <i>What if...</i> <i>Suppose</i> <i>Create</i> <i>Design</i> <i>Develop</i> <i>Plan</i> <i>Produce</i> <i>Rearrange</i>
Conceptual Knowledge Connections between basic elements within a larger structure						
Procedural Knowledge How to do something, knowing subject-specific skills, and criteria for methods						
Metacognitive Knowledge Awareness and knowledge of cognitive tasks, strategic knowledge, and self-knowledge						

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: Longman.