

# Bloom's Taxonomy: Model questions & key words

Developed and expanded by John Maynard. [www.utexas.edu/student/utlc/lrnres/handouts/1414.html](http://www.utexas.edu/student/utlc/lrnres/handouts/1414.html)

## I. REMEMBER (drawing out factual answers, testing recall and recognition)

who	why	where	omit	match	choose	which one	what does it mean
what	when	how	select	define	describe	how much	what is the best one

## II. UNDERSTAND (translating, interpreting and extrapolating)

tell	classify	which are facts	what does this mean	condense this paragraph
infer	indicate	give an example	read the graph, table	select the best definition
show	translate	what seems to be	what are they saying	which statements support
judge	represent	what seems likely	explain what is meant	explain what is happening
select	demonstrate	state in one word	show in a graph, table	what expectations are there
match	is it valid that	is this the same as	what would happen if	
explain	this represents	what part doesn't fit	state in your own words	

## III. APPLY (to situations that are new, unfamiliar or have a new slant for students)

select	what would result	tell how, when, where, why	choose the best
explain	identify the results of	predict what would happen if	statements that
judge the effects	tell what would happen	tell how much change there would be	apply

## IV. ANALYZE (breaking down into parts, forms)

identify	what motive is there	what ideas justify conclusion
distinguish	what is the function of	what inconsistencies, fallacies
what ideas apply	state the point of view of	what's the relationship between
what conclusions	what literary form is used	the least essential statements are
make a distinction	what statement is relevant	what does author believe, assume
what assumptions	implicit in the statement is	related to, extraneous to, not applicable
what's fact, opinion	what persuasive technique	what ideas justify conclusion
what is the premise	what's the main idea, theme	what inconsistencies, fallacies

## VI. EVALUATE (according to some set of criteria, and state why)

appraise	criticize	find the errors	what fallacies, consistencies, inconsistencies appear
judge	defend	compare	which is more important, moral, better, logical, valid, appropriate

## V. CREATE (combining elements into a pattern not clearly there before)

create	tell	make	do	choose	how would you test
develop	make up	solve the following	plan	design	propose an alternative
compose	formulate	how else would you	state a rule		