

Bloom's Taxonomy of Cognitive Skills

Cognitive Skill Questions			
Cognitive Level	Question Stem	Thinking Task	Content Type
Low Level	Knowledge	What do you . . . ? Who do you . . . ?	observe, recall, recognize, remember
		How would you . . . ? How could you . . . ? How might you . . . ?	arrange, chart, collect, define, describe, identify, label, list, locate, name, quote, repeat, reproduce, show, tell
	Comprehension	How would you . . . ? How could you . . . ? How might you . . . ?	compare, contrast, describe, demonstrate, differentiate, discuss, explain, indicate, interpret, provide examples of, predict, say in your own words, summarize, translate
	Application	How would you . . . ? How could you . . . ? How might you . . . ?	alter, apply, arrange, calculate, change, choose, classify, compute, demonstrate, determine, employ, estimate, extend, figure out, illustrate, modify, predict, relate, reverse, show, solve
High Level	Analysis	How would you . . . ? How could you . . . ? How might you . . . ?	analyze, arrange, categorize, classify, compare, connect, contrast, deduce, differentiate, discriminate, dissect, distinguish, examine, explain, hypothesize, infer, investigate, predict, research, separate
	Synthesis	How would you . . . ? How could you . . . ? How might you . . . ?	build, combine, compose, conduct, connect, construct, create, develop, design, devise, draft, envision, generalize, imagine, incorporate, integrate, invent, formulate, modify, organize, plan, prepare, propose, rearrange, rewrite, set up, substitute, support, teach, test, theorize, use, write
		What can you . . . ?	conclude, deduce, infer from, predict
	Evaluation	How would you . . . ? How could you . . . ? How might you . . . ?	appraise, argue for/against, assess, choose, compare, conclude, contrast, convince, decide, defend, discriminate, evaluate, explain, grade, judge, measure, rank, rate, recommend, select, score, support, test

Active Listening Question Stems

Active Listening Skill	Question Stem	
Paraphrasing	<p>So, you're saying . . . is that correct? In other words . . . ? What I'm hearing then is . . . is that right? What I hear you saying . . . am I understanding you correctly?</p>	<p>From what I hear you say . . . does that seem right to you? I'm hearing many things . . . do I understand your main point? As I listen to you I'm hearing . . . is that what you mean?</p>
Clarifying	<p>Would you tell me a little more about . . . ? Let me see if I understand . . . is that correct? I'd be interested in hearing more about . . . It would help me understand if you'd give me an example of . . . So, are you saying/suggesting . . . ? Can you tell me what you mean when you . . . ?</p>	<p>Can you tell me how that idea is like (different from) . . . ? To what extent . . . ? I'm curious to know more about . . . can you add to what you said? I'm intrigued by . . . can you tell us more? I'm interested in . . . how/what/why? I wonder . . . what do you think?</p>
Reflecting	<p>What's another way you might . . . ? What do you think would happen if . . . ? How was . . . different from (like) . . . ? What's another way you might . . . ? What might happen if . . . ? How did you decide . . . (come to that conclusion)?</p>	<p>What would it look like if . . . ? What sort of impact do you think . . . ? What criteria did you use to . . . ? When have you done something like . . . before? What do you think?</p>

Managing Students as They Work

Management Questions		
Teacher Task	Question Stem	Thinking Task
Manage, monitor	Do you. . . ?	agree, have a plan, need help, understand the question
	Have you. . . ?	begun to, come to an agreement on, completed, decided how you will approach, divided responsibilities, finished, taken a position
Clarify	Can you . . . ?	define, explain, provide examples of, repeat, rephrase
Orient	What . . . ?	does the question ask, does the task specify, are the key words
	Where can you. . . ?	find, learn, see
	How can you. . . ?	determine, find out, learn, show, prove
Refocus	You said ____, but the question is ____; can you . . . ?	rethink, reconsider, relate your ideas to, think of another way
Probe	What does. . . ?	look like, remind you of , suggest to you
	What would . . . ?	happen if
	How would you . . . ?	feel if
Extend	Can you. . . ?	predict what would happen, suggest another possibility, think of a similar situation
Narrow	Can you. . . ?	determine what's missing, develop a new rule, draw a conclusion
	What might that. . . ?	mean, represent, suggest
Summarize	How would you. . . ?	encapsulate, list, outline, paraphrase, say in your own words

Thinking About Thinking

Metacognitive Questions		
Metacognitive Task	Question Stem	Word Bank
Analysis	What did you. . . ?	do, learn, notice, think
	How did you. . . ?	arrive at, choose, compare, connect, decide, determine, evaluate, feel, imagine, link, plan, proceed, solve
Reflect	How did that. . . ?	change, affect, impact, help, hurt
	What can you. . . ?	change, do differently next time, do in addition, do instead, do to accomplish
	How can you. . . ?	change, check, find out, help, know, learn, remind yourself, resolve, revise, solve, strengthen, support, think differently, verify
	How would you. . . ?	explain, feel, react, teach
Apply	What if you. . . ?	asked a friend, asked for feedback, proceeded in steps, reminded yourself that, reversed it, slowed down, speeded up, tried again
Monitor	What did you. . . ?	change, do differently, learn, notice, think
	How did you. . . ?	evaluate, feel, imagine, improve, plan, proceed

Focusing Our Vision



If we ensure quality instruction, then all students will learn the knowledge and skills needed for the 21st Century.

Daviess County Public Schools

From PATHWISE Minicourses for Teachers: Questioning to Enhance Student Learning, by Marie Collins, 2002.