LEVEL: Remembering

What processes are involved in remembering?
- focusing on needed information
- defining the problem
- setting goals for solving problems
- obtaining information through the senses
- formulating questions for inquiry
- storing information in long-term memory
- recalling information from long-term memory

What verbs indicate remembering?
- list
- name
- label
- recall
- identify
- match
- choose

What are question stems that I could use for remembering?
- Who did ___?
- When was ___?
- What is ___?
- Identify the ___ in the ___.
- Describe....
- Which ___ best defines ___?
- Which ___ is characteristic of ___?
- Which ___ is an example of ___?
- What happened after___?
- When and where does the story take place?
- Who was in that___?
- Name the___
- Describe what happened at___?
- Tell why___
- How does the story end?
- What is the problem in the story?
- Which is true or false___? when___?
- How is ___ similar to ___?
- What are some of the problems of___?
- What were some of the motives behind___?
- What was the turning point in the book?
- What was the problem with ___?
LEVEL: Understanding

What processes are involved in understanding?
- comparison – noting similarities and differences
- classifying – grouping and labeling entities
- ordering – sequencing entities by a criterion
- representing – changing the form but not the substance of information

What are key verbs in understanding?
- interpret
- summarize
- infer
- categorize
- group
- classify
- compare
- contrast

What are question stems for understanding?
- Categorize ___ according to ___.
- Classify ___ according to ___.
- How is ___ alike or different from ___?
- What is most (or least) important about ___?
- In your own words, tell ___.
- Write a brief outline....
- How did the main character feel at the beginning of the story? At the end?
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea...?
- Who was the key character...?
- Distinguish between....
- What differences exist between...?
- Provide an example of what you mean by....
- How was the problem in the story solved?
- Explain why the story has the title it has.
Bloom’s Questioning Processes:
“Critical Thinking Ladder”

LEVEL: Applying

What thinking processes are involved in applying?
- using information for practical purposes
- demonstrating prior knowledge within a new situation
- bringing together appropriate information for problems
- using generalizations to solve problems

What verbs are involved with applying?
- apply
- make
- show
- record
- construct
- demonstrate
- illustrate

What question stems can be used with applying?
- Give an instance when ___.
- How is ___ related to ___?
- How is ___ an example of ___?
- How would you use this information?
- What do you need to solve this problem?
- What are possible solutions to ___?
- If you had to cook a meal for the main character, what would you cook?
- Describe another instance where....
- What would you do if you could go where the story takes place?
- Group ___ by characteristics such as....
- What factors would you change if...?
- What would your mother do if she were in the story?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?
Bloom's Questioning Processes: “Critical Thinking Ladder”

LEVEL: Analyzing

What thinking processes are involved in analyzing?
- clarifying information by studying parts and relationships
- identifying attributes and components
- determining the characteristics of an entity
- identifying relationships and patterns
- identifying the main idea or central element
- establishing the hierarchy of key ideas
- identifying errors and logical fallacies

What verbs are used with analyzing?
- outline
- diagram
- differentiate
- analyze

What question stems are used with analyzing?
- What are the attributes of ___?
- What evidence can you list for ___?
- What are the components, parts or features of ___?
- What patterns or relationships do you see in ___?
- Outline, web, or diagram ___.
- What are the main ideas in ___?
- What can be concluded about ___?
- Which events could have really happened...?
- What do you do that is just like the character in the story?
- How was this similar to...?
- What do you see as other possible outcomes?
- Why did ... changes occur?
- Compare your ... with that presented in....
- What part of the story was funniest?
- Saddest? Most exciting?
- How is ... similar to ...?
- Can you distinguish between...?
- What made the characters do what they did?
LEVEL: Evaluating

What are the thinking skills involved in evaluating?
- assessing the reasonableness and quality of ideas
- establishing criteria for judging
- verifying the accuracy of claims

What are the key verbs involved in evaluating?
- judge
- hypothesize
- rate
- verify
- assess
- critique
- conclude
- predict
- define criteria

What are some question stems that reflect evaluating?
- What do you think about ___? Why?
- Which ___ is most significant and why?
- What are your sources? How do you know they are credible?
- Did you detect any biases?
- Judge what would be the best way to ___.
- What criteria did you use?
- What is your point of view about this?
- Are there other points of view about this?
- How effective was ___?
- Compare two of the characters on their inner qualities or attributes.
- Is there a better solution to...?
- Judge the value of....
- Defend your position about....
- Do you think ... is a good or a bad thing?
- How would you have handled...?
- What changes to ... would you recommend?
- Do you believe that ___?
- Is the main character good or bad? Explain your answer.
- How would you feel if...?
- Would you recommend this book to a friend? Why or why not?
Bloom’s Questioning Processes:  
“Critical Thinking Ladder”

LEVEL: Creating

What are the thinking skills involved in creating?
- Putting elements together to form a coherent or functional whole
- Reorganizing elements into a new pattern or structure through generating, planning or producing
- producing new information, meaning, or ideas
- formulating new thoughts by synthesizing different elements

What are the key verbs involved in creating?
- design
- construct
- plan
- produce
- invent
- devise

What are some question stems that reflect creating?
- How many ways can you think of to ___?
- What would happen if ___?
- What solutions would you suggest for ___?
- If you were ___, how would you have ___?
- Devise a plan that ___.
- How else could the story have ended?
- Retell the story from another character’s point of view.
- Can you see a possible solution to...?
- If you had access to all resources how would you deal with...?
- What is another way the character could have dealt with the problem?
- Think of 2-3 new titles that give a good idea of what the story was about.
- Create new and unusual uses for....
- Develop a proposal that would....