# Using Bloom's Taxonomy in the Classroom: Knowledge Verbs, Questions, Activities and Skills

| Useful Verbs | Sample Questions | Activities | Skills Demonstrated |
|---|---|---|---|
| List | What is it called? | Make a list / timeline / spider diagram of events. | Knowledge of main events / dates / facts. |
| Tell | Who were the main...? | | |
| When | Can you select...? | Write a recount of... | Knowledge of dates / events / places / people / processes. |
| Who | Where does __ come from? | | |
| Describe | How is...? | Make a factual booklet about... | Knowledge of key facts. |
| Identify | What do you know about...? | | |
| Show | What types of ___ are there? | Make a graph / chart to show... | Knowledge of key statistics. |
| Label | Where does it say...? | | |
| Recall | When did __ happen? | Write a definition of... | Knowledge of the overall concept. |
| Where | Can you remember...? | | |
| Name | How many...? | Tell a partner / the group about... | Knowledge of the main themes. |
| Define | Who is...? | | |

twinkl

# Using Bloom's Taxonomy in the Classroom: Comprehension Verbs, Questions, Activities and Skills

| Useful Verbs | Sample Questions | Activities | Skills Demonstrated |
|---|---|---|---|
| Summarise | Can you write in your own words…? | Write the main principles of… | An understanding of the key points. |
| Describe | What do you think about…? | | |
| Interpret | What do you understand by…? | Rewrite __ into a different format. | Ability to translate knowledge into a new context. |
| Compare | What do you think…? | | |
| Show | Why did…? | Re-write events from ____'s point of view. | Ability to understand different perspectives on… |
| Explain | How is ___ feeling…? | | |
| Classify | What are the key features? | Write a summary of… | An understanding of the key points. |
| Predict | Can up summarise…? | | |
| Reword | Can you compare…? | Write a drama based on… | Ability to translate knowledge into a new context. |
| Estimate | What motive is there for…? | | |
| Identify | Can you explain…? | Storyboard the main events in… | Order and group events and translate knowledge into a new context. |
| Review | What is the difference between…? | | |

# Using Bloom's Taxonomy in the Classroom: Application Verbs, Questions, Activities and Skills

| Useful Verbs | Sample Questions | Activities | Skills Demonstrated |
|---|---|---|---|
| Represent | How could you use…? | Make a model / diorama to show…? | Communicate concepts / idea in a new context. |
| Apply | What facts would you to show…? | | |
| Demonstrate | How could you use this to make a…? | Write instructions on how to apply your knowledge of… | Thinking of real-life applications for learnt knowledge / skills. |
| Solve | How could you organise…? | | |
| Produce | How could _ be improved? | Make a poster to show solutions to these problems. | Communicate how knowledge can be used to solve problems. |
| Dramatise | How can you develop _ further? | | |
| Model | Knowing _, how would you deal with…? | Make a model to show how _ would work. | Demonstrate how __ would work. |
| Draw / Paint | Can you use your knowledge to make …? | | |
| Construct | How could you tell others about…? | Produce a game using these ideas. | Produce a product using learnt knowledge / skills. |
| Relate | Could this have happened in…? | | |
| Make | What questions would you ask…? | Write a booklet about _ for others. | Use information to produce a booklet. |
| Experiment | What would you change if…? | | |

twinkl

# Using Bloom's Taxonomy in the Classroom: Analysis Verbs, Questions, Activities and Skills

| Useful Verbs | Sample Questions | Activities | Skills Demonstrated |
|---|---|---|---|
| Analyse | What is the relationship between…? | Review _ in terms of… | Review components in relation to a particular theme / quality. |
| Classify | Can you differentiate between _ and…? | | |
| Examine | How are _ and _ connected? | Categorise this mind map / list. | Organise and spot patterns within component parts. |
| Arrange | Is there a pattern in…? | | |
| Investigate | What inferences can you make about…? | Create a Venn diagram to show… | Organise and spot patterns within component parts. |
| Compare | What was the problem with…? | | |
| Connect | Why did _ occur? | Design a questionnaire to gather information about… | Identify the different components in a topic / theme / issue. |
| Take apart | What is the underlying theme of…? | | |
| Infer | What might the other outcomes have been? | Plan an investigation to investigate this view… | Justify / disprove a view using evidence. |
| Differentiate | Why do you think…? | | |
| Explain | What is the purpose of…? | Make a mind map to show the relationships between different areas of…? | See patterns and relationships between different items. |
| Contrast | How does _ connect to…? | | |

# Using Bloom's Taxonomy in the Classroom: Creation Verbs, Questions, Activities and Skills

| Useful Verbs | Sample Questions | Activities | Skills Demonstrated |
|---|---|---|---|
| Rewrite | Can you propose a solution to…? | Invent a device / app / machine to perform … | Use new ideas to build upon and improve old ones. |
| Imagine | Could you make any changes to…? | | |
| Design | Can you add to…? | Compose a rhyme or song to… | Relate knowledge using new methods. |
| Compose | Can you invent a method of…? | | |
| Invent | Can you construct a model that…? | Create a new product which is an improved version of the old one. | Use new ideas to build upon and improve old ones. |
| Create | Can you find a new use for…? | | |
| Propose | Can you design a _ which…? | Make a proposal to sell the idea of… | Use knowledge and understanding to create a persuasive pitch. |
| Combine | What would happen if…? | | |
| Add to | Can you propose a plan to…? | Design a _ to suit…? | Use new ideas to solve problems. |
| Develop | Can you compose a song about…? | | |
| Improve | How you deal with…? | Make a model of your design. | Transfer theory into a physical product. |
| Construct | How many ways can you…? | | |

# Using Bloom's Taxonomy in the Classroom: Evaluation Verbs, Questions, Activities and Skills

| Useful Verbs | Sample Questions | Activities | Skills Demonstrated |
|---|---|---|---|
| Recommend | Do you agree with the outcome of…? | Carry out a debate to discuss… | Discuss different viewpoint on the issue and make choices based on reasoning. |
| Judge | How would you prioritise…? | | |
| Rate | Is it better to_ or…? Why? | Write a letter to present your views on… | Come to a conclusion and present and justify it in writing. |
| Debate | If this view justified? | | |
| Decide | How would you rate…? | Put the items / events is priority order. | Compare and prioritise items / events. |
| Assess | Is there a better solution to…? | | |
| Evaluate | How effective is…? | Advise the class on the pros and cons of… | Summarise and present different viewpoint on an issue / idea. |
| Choose | Is _ a good or bad thing? | | |
| Argue | Can you debate whether this statement is true or false? | Make a diagram to show different people's opinions about… | Summarise and present different viewpoint on an issue / idea. |
| Prioritise | Can you decide on a way forward? | | |
| Rank | How would you judge the outcome of…? | Write a proposal outlining your solution to… | Make choices and suggestions based on reasoning. |
| Conclude | What conclusion could you make about…? | | |