# BLOOM’S TAXONOMY AND COSTA’S LEVELS OF QUESTIONING

## The Student Will...

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<th>Apply (Application)</th>
<th>Analyze (Analysis)</th>
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### Introduction of the Knowledge

#### Level One - The Basement

**By Doing The Following...**

- alter, associate, calculate, categorize, communicate, convert, distinguish, expand, explain, inform, name alternatives, outline, paraphrase, rearrange, reconstruct, relate, restate (own words), summarize, tell the meaning of, translate, understand, verbalize, write

#### Level Two - The Ground Floor

**By Doing The Following...**

- acquire, adopt, apply, assemble, capitalize, construct, consume, demonstrate, develop, discuss, experiment, formulate, manipulate, organize, relate, report, search, show, solve novel problems, tell consequences, try, use, utilize

#### Level Three - The Penthouse

**By Doing The Following...**

- analyze, arrange, break down, categorize, classify, compare, contrast, deduce, determine, diagram, differentiate, discuss causes, dissect, distinguish, give reasons, order, separate, sequence, survey, take apart, test for, why

- Appraise, argue, assess, challenge, choose, conclude, criticize, critique, debate, decide, defend, discriminate, discuss, document, draw conclusions, editorialize, evaluate, grade, interpret, judge, justify, prioritize, rank, rate, recommend, reject, support, validate, weigh

- alter, build, combine, compose, construct, create, develop, estimate, form a new, generate, hypothesize, imagine, improve, infer, invent, modify, plan, predict, produce, propose, reorganize, rewrite, revise, simplify, synthesize

Prepared by J. Finney-Ellison, CPL
# Bloom’s Taxonomy and Costa’s Levels of Questioning with Question Prompts

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### Introduction of the Knowledge

**Level One - The Basement**

**By being asked or prompted to answer…**

- Where is…?
- What did…?
- Who was…?
- When did…?
- How many…?
- Locate it in the story/text/passage…
- Point to the…
- Tell me in your own words…
- What does it mean…?
- Give me an example of…
- Describe what…?
- Illustrate the part of the story that…
- Make a map of…
- What is the main idea of…
- What would happen to you if…?
- Would you have done the same as…?
- If you were there, would you…?
- How would you solve the problem…?
- In the library, find information about…
- What things would you have used…?
- What other ways could…?
- What things are similar/different?
- What part of this story/event was the most exciting?
- What things couldn’t have happened in real life?
- What kind of person is…?
- What caused ____ to act the way s/he did?

### Practice Knowledge Learned

**Level Two - The Ground Floor**

**By being asked or prompted to answer…**

- What would happen to you if…?
- Would you have done the same as…?
- If you were there, would you…?
- How would you solve the problem…?
- In the library, find information about…
- What things would you have used…?
- What other ways could…?
- What things are similar/different?
- What part of this story/event was the most exciting?
- What things couldn’t have happened in real life?
- What kind of person is…?
- What caused ____ to act the way s/he did?
- What would you recommend this book? Why or why not?
- Select the best…
- Why is it the best?
- What do you think will happen to…?
- Why do you think that?
- Could this story/event really have happened?
- Which character would you like most to meet?
- Was_____ good or bad? Why?
- Did you like the story? Why?

### Demonstrates Mastery of the Knowledge Learned

**Level Three - The Penthouse**

**By being asked or prompted to answer…**

- What would it be like if…?
- What would it be like to live…?
- Design a…
- Pretend you are a…
- What would have happened if…?
- Why/why not?
- Use your imagination to create a picture/image of…
- Add a new item on your own…
- Tell/write a different ending…

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Prepared by J. Finney-Ellison, CPL
# BLOOM’S TAXONOMY AND COSTA’S LEVELS OF QUESTIONING WITH TASK EXAMPLES

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## Introduction of the Knowledge

### Level One - The Basement

**Examples of This...**
- Identify frogs in a diagram of different kinds of amphibians.
- Write multiplication facts.
- Answer a true-false question.
- Name three 19th-century women authors.
- Find an isosceles triangle in your house.
- Reproduce the chemical formula for carbon tetrachloride.

## Practice Knowledge Learned

### Level Two - The Ground Floor

**Examples of This...**
- Translate a story problem into an algebraic equation.
- Draw a parallelogram.
- Make up a title for a short story.
- Explain how the heart is like a pump.
- Label numbers odd or even.
- Compare Gandhi to a present-day leader.
- Name a mammal that lives in our region/area.

## Demonstrates Mastery of the Knowledge Learned

### Level Three - The Penthouse

**Examples of This...**
- Add a column of two-digit numbers.
- Proofread a piece of writing.
- Create a budget.
- Design an experiment to see how plants grow in different kinds of soil.
- List the important information in a word problem and cross out the unimportant information.
- Draw a diagram showing the major and minor characters / persons in a novel /historical event.
- Determine a character's motivation in a story.
- Make a diagram showing the way plants and animals interact.

- Judge the arguments or evidence pieces for and against ________.
- Choose the best method for solving a math problem.
- Review a project to see if all steps were taken.
- Judge how well a project meets rubric criteria.
- Generate hypotheses to explain why plants need sunshine.
- Build a habitat for a ________.
- Put on a play based on a chapter from a novel.
- Given a list of criteria, list some options for nutritious lunch menus.
- Write a journal entry from the point of view of ________.

Prepared by J. Finney-Ellison, CPL