

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



THE STUDENT WILL...

<b>REMEMBER (KNOWLEDGE)</b> Learn specific facts, ideas, vocabulary; remembering/recalling information or specific facts.	<b>UNDERSTAND (COMPREHENSION)</b> Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material.	<b>APPLY (APPLICATION)</b> Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations.	<b>ANALYZE (ANALYSIS)</b> Ability to break down material into its component parts and perceive interrelationships.	<b>EVALUATE (EVALUATION)</b> Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgment is based on given criteria.	<b>CREATE (SYNTHESIS)</b> Ability to put parts together to form a new whole; use elements in new patterns and relationships.
<i>Introduction of the knowledge</i>  Level One- The Basement		<i>Practice knowledge learned</i>  Level Two- The Ground Floor		<i>Demonstrates mastery of the knowledge learned</i>  Level Three-The Penthouse	
<b>BY DOING THE FOLLOWING...</b> collect, copy, define, describe, examine, find, group, identify, indicate, label, list, locate, match, name, omit, observe, point, provide, quote, read, recall, recite, recognize, repeat, reproduce, say, select, sort, spell, state, tabulate, tell, touch, underline, who, when, where, what		<b>BY DOING THE FOLLOWING...</b> 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		<b>BY DOING THE FOLLOWING...</b> 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	



# BLOOM'S TAXONOMY AND COSTA'S LEVELS OF QUESTIONING WITH QUESTION PROMPTS

THE STUDENT WILL...

<b>REMEMBER (KNOWLEDGE)</b> Learn specific facts, ideas, vocabulary; remembering/recalling information or specific facts.	<b>UNDERSTAND (COMPREHENSION)</b> Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material.	<b>APPLY (APPLICATION)</b> Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations.	<b>ANALYZE (ANALYSIS)</b> Ability to break down material into its component parts and perceive interrelationships.	<b>EVALUATE (EVALUATION)</b> Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgment is based on given criteria.	<b>CREATE (SYNTHESIS)</b> Ability to put parts together to form a new whole; use elements in new patterns and relationships.
<p><i>Introduction of the knowledge</i></p> <p>Level One- The Basement</p> <p><i>BY BEING ASKED OR PROMPTED TO ANSWER...</i></p>		<p><i>Practice knowledge learned</i></p> <p>Level Two- The Ground Floor</p> <p><i>BY BEING ASKED OR PROMPTED TO ANSWER...</i></p>		<p><i>Demonstrates mastery of the knowledge learned</i></p> <p>Level Three-The Penthouse</p> <p><i>BY BEING ASKED OR PROMPTED TO ANSWER...</i></p>	
<b>PROMPTS TO PROMOTE THIS TYPE OF THINKING</b>	<b>PROMPTS TO PROMOTE THIS TYPE OF THINKING</b>	<b>PROMPTS TO PROMOTE THIS TYPE OF THINKING</b>	<b>PROMPTS TO PROMOTE THIS TYPE OF THINKING</b>	<b>PROMPTS TO PROMOTE THIS TYPE OF THINKING</b>	<b>PROMPTS TO PROMOTE THIS TYPE OF THINKING</b>
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?	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?	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...



# BLOOM'S TAXONOMY AND COSTA'S LEVELS OF QUESTIONING WITH TASK EXAMPLES

## THE STUDENT WILL...

<p><b>REMEMBER (KNOWLEDGE)</b> Learn specific facts, ideas, vocabulary; remembering/recalling information or specific facts.</p>	<p><b>UNDERSTAND (COMPREHENSION)</b> Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material.</p>	<p><b>APPLY (APPLICATION)</b> Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations.</p>	<p><b>ANALYZE (ANALYSIS)</b> Ability to break down material into its component parts and perceive interrelationships.</p>	<p><b>EVALUATE (EVALUATION)</b> Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgment is based on given criteria.</p>	<p><b>CREATE (SYNTHESIS)</b> Ability to put parts together to form a new whole; use elements in new patterns and relationships.</p>
<p><i>Introduction of the knowledge</i></p> <p><b>Level One- The Basement</b></p> <p><i>EXAMPLES OF THIS...</i></p> <ul style="list-style-type: none"> <li>▪ Identify frogs in a diagram of different kinds of amphibians.</li> <li>▪ Write multiplication facts.</li> <li>▪ Answer a true-false question.</li> <li>▪ Name three 19<sup>th</sup>-century women authors.</li> <li>▪ Find an isosceles triangle in your house.</li> <li>▪ Reproduce the chemical formula for carbon tetrachloride.</li> </ul>		<p><i>Practice knowledge learned</i></p> <p><b>Level Two- The Ground Floor</b></p> <p><i>EXAMPLES OF THIS...</i></p> <ul style="list-style-type: none"> <li>▪ Add a column of two-digit numbers.</li> <li>▪ Proofread a piece of writing.</li> <li>▪ Create a budget.</li> <li>▪ Design an experiment to see how plants grow in different kinds of soil.</li> </ul>		<p><i>Demonstrates mastery of the knowledge learned</i></p> <p><b>Level Three-The Penthouse</b></p> <p><i>EXAMPLES OF THIS...</i></p> <ul style="list-style-type: none"> <li>▪ Judge the arguments or evidence pieces for and against _____.</li> <li>▪ Choose the best method for solving a math problem.</li> <li>▪ Review a project to see if all steps were taken.</li> <li>▪ Judge how well a project meets rubric criteria.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Translate a story problem into an algebraic equation.</li> <li>▪ Draw a parallelogram.</li> <li>▪ Make up a title for a short story.</li> <li>▪ Explain how the heart is like a pump.</li> <li>▪ Label numbers odd or even.</li> <li>▪ Compare Gandhi to a present-day leader.</li> <li>▪ Name a mammal that lives in our region/area.</li> </ul>	<ul style="list-style-type: none"> <li>▪ List the important information in a word problem and cross out the unimportant information.</li> <li>▪ Draw a diagram showing the major and minor characters / persons in a novel /historical event.</li> <li>▪ Determine a character's motivation in a story.</li> <li>▪ Make a diagram showing the way plants and animals interact.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generate hypotheses to explain why plants need sunshine.</li> <li>▪ Build a habitat for a _____.</li> <li>▪ Put on a play based on a chapter from a novel.</li> <li>▪ Given a list of criteria, list some options for nutritious lunch menus.</li> <li>▪ Write a journal entry from the point of view of _____,</li> </ul>			