

The Best Practice Forum Summer 2005
looked at Thinking Skills
linked to Blooms Taxonomy outlined below:

Levels: Blooms Taxonomy

1 Knowledge

Question cues

List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who? when? where?

Prompts

- What happened after...?
- How many...?
- Who was it that...?
- Who spoke to...?
- Find the meaning of...
- Which is true...?

2 Comprehension

Skills

- Interpretation of facts
- Compare and contrast
- Grasp the meaning of
- Order, group and infer causes
- Predict consequences
- Understand information
- Translate knowledge into new context

Question cues

Explain, discuss, compare, extend, interpret, predict, describe, contrast, outline, restate, summarize, distinguish

Prompts

- Can you write in your own words...?
- Write a brief outline of...
- What do you think...?
- What was the main idea of...?
- Can you distinguish between...?
- Can you provide a definition for...?
- Can you provide an example of what you mean by...?

3 Application

Skills

- Use information, methods, concepts, theories, in new situations
- Solve problems using required skills or knowledge

Question cues

Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify

Prompts

- Do you know any other instance where...?
- Can you apply the method used to some experience of your own?
- What facts would you change if...?
- From the information given, develop a set of instructions about...
- Would this information be useful if you had to...?
- Could this have happened in...?



4 Analysis

Skills

- seeking patterns
- organisation of parts
- recognition of hidden meanings
- identification of components

Question cues

Analyse, explain, arrange, select, separate, connect, divide, infer, order, classify, compare, debate,

Prompts

- Which event could not have happened if...?
- If ... happened, what might the ending have been?
- How was this similar to...?
- What was the underlying theme?
- What do you see as other possible outcomes?
- Why die... occur?
- Can you compare your ... with that presented in ...?
- What are some of the problems of ...?
- What was the turning point in the story?

5 Synthesis

Skills

- Generalise from given facts
- Relate knowledge from different areas
- Predict, draw conclusions
- Use old ideas to create new ones

Question cues

Combine, rearrange, create, summarise, rewrite, integrate, substitute, design, compose, prepare, modify, plan, invent, formulate, generalise

Prompts

- Can you design a ... to ...?
- What is a possible solution to ...?
- What would happen if...?
- Can you create new and unusual uses for...?
- How would you devise a way to...?
- Can you develop a proposal that would...?

6 Evaluation

Skills

- Assess the value of theories recognise subjectivity
- Make choices based on reasoned arguments
- Verify the use of evidence
- Compare and discriminate between ideas

Question cues

Assess, grade, recommend, judge, decide, test, convince, support, rank, measure, select, conclude

Prompts

- Is there a better solution to ...?
- Judge the value of...
- Defend your position about...
- How would you feel if...?
- Do you think... is a good or a bad habit? Explain.
- What changes would you recommend? Why?
- Are you a ...person? Why do you think that?
- What do you think about...?

