Level of Competence

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

Verb Examples that Represent Intellectual Activity

Arrange, define, tell,
describe, identify, show,
collect, examine,
tabulate, duplicate, label,
list, memorize, name,
quote, order, recognize,
relate, recall, repeat,
reproduce, state
(Who, when, where, etc.)

Classify, discuss, explain, express, indicate, locate, report, restate, review, select, translate, summarize, interpret, contrast, predict, associate, distinguish, estimate, differentiate, extend

Apply,
demonstrate, calculate,
complete, illustrate,
show, solve, examine,
modify, relate, change,
classify, experiment,
discover, choose,
dramatize, employ,
operate, practice,
schedule, sketch, solve,
use, write

Analyze, separate, order, connect, arrange, divide, compare, select, explain, infer, appraise, calculate, categorize, contrast, criticize, discriminate, question, test Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, appraise, argue, attach, choose, compare, defend, estimate, predict, rate, core, select, support, value, evaluate

Compose, construct, create, design, develop, integrate, invent, make, organize, perform, plan, produce, propose, revwrite

-Use old ideas to create

• Generalize from given

• Relate knowledge

from several areas

Skills Demonstrated

-Observation and recall of information

- -Knowledge of dates, events, places
- -Knowledge of major ideas
- -Mastery of subject matter

-Understanding information

- Grasp meaning
- Translate knowledge into new context
- Interpret facts, compare, contrast
- Order, group, infer causes
 Predict consequences

-Use information

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

-Seeing patterns

- -Organization of parts
- Recognition of hidden meanings
- Identification of components

-Compare and discriminate between ideas

- -Assess value of theories, presentations
- -Make choices based on reasoned argument
- -Verify value of evidence -Recognize subjectivity
- Predict, draw, conclusions

new ones

Products/Activities

Examples: Most traditional tests-multiple-choice, true/false, fill in the blank, matching, etc.

- -Fill in the blank worksheets
- -Discussions/lectures that focus on recall of information
- -Create a timeline
- -List main events
- -Write definitons
- -Recall a process or a procedure

Activities that require students to explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors

- -Summaries
- -Venn diagram
- -Create an outline
- -Flow chart
- -Illustration

Activities that put a theory into practical effect, demonstrate, solve a problem, manage an activity

- Examples:
- -Create a map
- -Construct a model
- -Design a market strategy

Activities that identify constituent parts and functions of a process or concept, or de-construct a methodology or process, making qualitative assessment of elements, relationships, values and effects; measure requirements or needs Examples:

- -Design a questionaire
- -Write a PSA to raise awareness about an issue
- -Conduct an investigation to support a view
- -Construct a graph to illustrate selected material
- -Construct/Administer/Analyze results of a survey
- -Report

Review strategic options or plans in terms of efficiency, return on investment, or cost effectiveness, practicability; assess sustainability; perform a SWOT analysis in relation to alternatives, calculate the effects of a strategy or plan, perform a detailed analysis with recommendations and justifications

Examples:

- -Reaction paper
- -Opinion Paper
- -Journal
- -Debate
- -Develop criteria to judge a...
- -Panel discussion

Develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols or contingencies

Examples:

Generate alternate hypotheses

Write a journal from another person's view Design a scientific study Create a...

Applying Remembering **Understanding Evaluating** Analyzing Creating **Level of Competence** What? What? So What? So What? **Now What? Now What?** Application: using Evaluation: arriving at value Analysis: arriving at an Remembering: factual **Creating:** information, principles, to judgments understanding by looking information **Understanding the meaning Writing Test Items** Identify the four themes in a solve problems at individual parts Midsummer Night's Dream -Define ... -Given what you know about **Using Blooms** -Find the most basic Do you agree with the and discuss how they List the ... the authenticity of the first In Midsummer Night's Dream, statement that A Midsummer metaphors in Act 1 and contribute to the central **Taxonomy-Sample** quarto and weather Who wrote a Midsummer Night's what was the author trying to Night's Dream is Shakespeare's explain their meaning. action. If you could change conditions in England in the Dream? What year did it take **Test Questions**

summer of 1594, when do

think the play Midsummer

Night's Dream was written?

Question Stems

What is . . . ? How is . . . ? Where is . . . ? When did ____ happen? How did ____ happen? How would you explain . . Why did . . . ? How would you describe. When did . . . ? Can you recall . . . ? How would you show . . . ? Can you select ...? Who were the main . . . ?

Can you list three . . . ?

Which one . . . ?

Who was ...?

place? Who were the main

characters?

How would you classify the type How would you compare/contrast... State or interpret in your own words ... How would you rephrase the meaning . . . ? What facts or ideas show . .? What is the main idea of . . . ? Which statements support .? Can you explain what is happening . . . what is meant . . .? What can you say about . . . ? Which is the best answer . . . ? How would you summarize . . . ?

Summarize the play.

of . . . ? How would you use . . . ? What examples can you find to . . . ? How would you solve using what you have learned How would you organize to show . .? How would you show your understanding of . . . ? What approach would you use to . . . ? How would you apply what you learned to develop . . . ? What other way would you plan to . . . ? What would result if . . . ? Can you make use of the facts to . . . ?

What elements would you

What questions would you

ask in an interview with . . . ?

choose to change . . . ?

What facts would you

select to show . . . ?

How is __ ____ related to . . . ? Why do you think . . . ? What is the theme . . . ? What motive is there . . . ? Can you list the parts . . . ? What inference can you make. What conclusions can you draw How would you classify . . . ? How would you categorize . . . Can you identify the difference What evidence can you find . . What is the relationship between .? Can you make a distinction between . . . ? What is the function of . . . ? What ideas justify . . . ?

Do you agree with the actions/ What are the parts or features outcomes . . . ? What is your opinion of . . . ? How would you prove . . . ? disprove . . . ? Can you assess the value or importance of . . . ? Would it be better if . . . ? Why did they (the character) choose ...? What would you recommend . . . How would you rate the . . . ? What would you cite to defend the actions . . . ? How would you evaluate . . . ? How could you determine . . . What choice would you have made . . . ? What would you select . . . ? How would you prioritize . . . ? What judgment would you make about ...? Based on what you know, how would you explain . . . ? What information would you use to support the view . . . ? How would you justify . . . ? What data was used to make the conclusion . . . ? Why was it better that . . . ? How would you prioritize the facts . . . ?

> How would you compare the ideas . . . ? people . . . ?

first undisputed masterpiece? or add a theme to the play, Explain your answer. what would it be and how would it contribute to the central action? What changes would you make to solve . . . ? How would you improve. .. What would happen if . . . ? Elaborate on the reason . . . ? Propose an alternative . . . ? Invent ...? How would you adapt to create a different . . . ? How could you change (modify) the plot (plan) . . . ? What could be done to minimize (maximize) . . . ? What way would you design . . . What could be combined to improve change) . . . ? Suppose you could what would you do . . . ? How would you test . . . ? Formulate a theory for . . . ? Predict the outcome if . . . ? How would you estimate the results for . . . ? What facts can you compile . . . Construct a model that would change . . . ? Think of an original ...

Create a ...