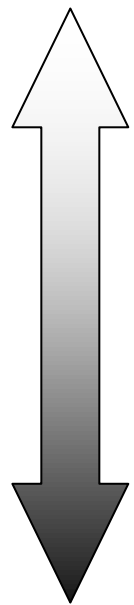


Asking Instructionally Powerful Questions

When developing questions to ask students, be aware of the level of thinking you are requiring.

Requiring deeper level thinking promotes in-depth learning.



Bloom's Revised Taxonomy Anderson & Krathwohl, 2001		
Remembering	Recalling information (facts)	Recognizing, listing, identifying, retrieving, naming, finding
Understanding	Explaining ideas or concepts (in your own words)	Interpreting, summarizing, paraphrasing, describing, explaining
Applying	Using information in another familiar situation (life and use)	Implementing, carrying out, executing
Analyzing	Breaking information into parts to explore understandings and relationships (compare/contrast)	Comparing, organizing, deconstructing, distinguishing, arranging
Evaluating	Justifying a decision or course of action (fair/unfair, right/wrong, ranking)	Debating, hypothesizing, critiquing, appraising, judging
Creating	Generating new ideas, products, or ways of viewing things (what if?)	Designing, constructing, planning, producing, inventing