

## Continuum of Questions

Questions can be asked based on what students know (the knowledge in the left-hand column) and on how they think (thought processes across the top of the chart) as they actively engage in discussions and other instructional activities. This continuum reflects a newly revised version of Bloom's taxonomy and is designed for teachers at all grade levels.

Knowledge	Thought processes					
	Remember	Understand	Apply	Analyze	Evaluate	Create
<b>Facts:</b> Basic elements students must know  <b>Concepts:</b> Connections between basic elements	Retrieve knowledge	Construct meaning	Use procedure or knowledge	Separate and understand parts of something	Make decisions  Judge something based on criteria	Make connections  Synthesize and put elements together
	Identify Recall Define Label List	Interpret Clarify Paraphrase Represent Illustrate	Implement Demonstrate Discover Predict Relate	Distinguish Focus Integrate Compare Contrast	Check Critique Conclude Judge Rate	Generate Combine Compose Imagine What if. . .
<b>Metacognitive Knowledge</b> Awareness of their own thinking and learning	Match Name Recognize Repeat	Give examples Describe Classify Discuss Explain Extend Illustrate Paraphrase Summarize	Show Solve Use Classify Collect	Determine Distinguish cause and effect Point out Infer Draw conclusions	Choose Select Measure Test Weigh	Suppose Create Design Develop Plan Rearrange

Adapted from Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison-Wesley Longman.

Copyright 2005-2008 by the Rector and Visitors of the University of Virginia.. The University is an equal opportunity educator and employer. This information is subject to change without notice.