Bloom's Taxonomy

Question Starters and Activity Suggestions Using Bloom's Taxonomy

Levels of Questioning			Question or Sentence Starters	Possible Activities
Knowledge	Recognizing	Locating knowledge in memory that is consistent with presented material.	• What happened after...? • How many...? • What is...? • Who was it that...? • Can you name...? • Find the meaning of… • Describe what happened after… • Who spoke to...? • Which is true or false...? • Identify who…. • Name all the…..	• Make a list of the steps of the Family Finding Model. • List the intervals at which the Risk Assessment must be completed. • State the three categories of Protective Capacities. • From the list provided, place a checkmark beside actual indicators of child abuse. • Make a flowchart outlining the steps in the casework process? • List as many Shulman Interactional Helping Skills as you can. • Define child abuse.
	Recalling	Retrieving relevant knowledge from long-term memory.		

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Comprehension	Interpreting	Changing from one form of representation to another	• Can you write in your own words? • How would you explain…? • Can you write a brief outline...? • What do you think could have happened next...? • Who do you think...? • What was the main idea...? • Clarify why…. • Illustrate the ……… • Draw a story map. • Explain why an individual acted in the way they did.	• Summarize each phase of Shulman's Interactional Helping Skills Model. • Identify the similarities and differences between the Family Group Decision Making model and the Family Finding model. • Match each Protective Capacity with its appropriate category.
	Exemplifying	Finding a specific example or illustration of a concept or principle		
	Classifying	Determining that something belongs to a category		
	Summarizing	Drawing a logical conclusion from presented information		
	Inferring	Abstracting a general theme or major point		
	Comparing	Detecting correspondences between two ideas, objects.		
	Explaining	Constructing a cause-and-effect model of a system.		

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Application	Executing	Applying knowledge (often procedural) to a routine task.	• Can you write in your own words? • How would you explain…? • Can you write a brief outline...? • What do you think could have happened next...? • Who do you think...? • What was the main idea...? • Clarify why…. • Illustrate the ……… • Draw a story map. • Explain why you feel someone behaved in the way that they did.	• Given a case scenario, determine if Safety Threats exist by applying the Safety Threshold to each potential Safety Threat. • In a role-play, demonstrate the use of solution focused questions. • Considering the information you know about a family you are currently working with, create a genogram.
	Implementing	Applying knowledge (often procedural) to a non-routine task.		

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Analysis	Differentiating	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material.	• If...happened, what might the ending have been? • How is...similar to...? • What do you see as other possible outcomes? • Why did...changes occur? • Can you explain what must have happened when...? • What are some or the problems of...? • Can you distinguish between...? • What were some of the motives behind..? • What was the turning point? • What was the problem with...?	• Given a case scenario, determine how the Safety Threats and Protective Capacities interplay with one another to determine if the child is Safe, Safe with a Comprehensive Safety Plan, or Unsafe. • Given a case scenario, identify what you believe to be the underlying issue for _____.
	Organizing	Determining how elements fit or function within a structure.		
	Attributing	Determining the point of view, bias, values, or intent underlying presented material.		

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Synthesis	Generating	Coming up with alternatives or hypotheses based on criteria.	• Can you design a...to...? • Can you see a possible solution to...? • If you had access to all resources, how would you deal with...? • Why don't you devise your own way to...? • What would happen if...? • How many ways can you...? • Can you create new and unusual uses for...? • Can you develop a plan which would...?	• Propose a model in which Safety and Risk Assessment are combined in a way that effectively measures both safety and risk. • Considering current legislation, policies, and research, identify alternative ways to combat truancy.
	Planning	Devising a procedure for accomplishing some task. producing		
	Producing	Developing a model.		

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Evaluation	Checking	Detecting inconsistencies or fallacies within a process or product. Determining whether a process or product has internal consistency.	• Is there a better solution to...? • Judge the value of... • Can you defend your position about...? • Do you think...is a positive or negative thing? • How would you have handled...? • What changes to…would you recommend? • Do you believe...? • How would you feel if...? • How effective are...?	• Conduct a debate about the use of corporal punishment. • Explain why you believe that Safety Assessment does not truly measure a child's safety. • Describe how new policy has negatively or positively impacted your ability to conduct investigations/assessments. • Write a letter to your congressman advising on changes needed to legislation surrounding concurrent planning.
	Critiquing	Detecting the appropriateness of a procedure for a given task or problem		