

Revised Bloom's Taxonomy – Question Starters

Bloom Taxonomy'm Kitugutai - Apyutet Ayagniutet

Remembering- Knowledge

Umyuaqluki- Nallunritarkat

Recall or recognize information, and ideas

Umyuaqluki, elitaqluki igaucimalriit, cali piyugngallrat

The teacher should: Elitnauristem piyugngaciqai:

- Present information about the subject to the student Elitarkat elitnaulrianun paivvluki
- Ask questions that require the student to recall the information presented Apluki elitnaurat umyuarteqevkarluki
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned Igausngalrianek wall' qanrulluki elitnaurat umyuarteqevkarluki apyutnek elitellritnek-llu

Question prompts Aptarkat

What do you remember about _____?

Ca umyuaqsiu _____?

How would you define _____?

Qaillun nalqigcarciu _____?

How would you identify _____?

Qaillun elitaqsarciu _____?

How would you recognize _____?

Qaillun nallunricarciu _____?

What would you choose _____?

Naliatnek cucuksarcit _____?

Describe what happens when _____?

Nalqiggluku qaillun piciqngatellranek _____?

How is (are) _____? Qaillun _____?

Where is (are) _____? Nanta _____?

Which one _____? Naliat _____?

Who was _____? Kina _____?

Why did _____? Ciin _____?

What is (are) _____? Cauga _____?

When did _____? Qangvaq _____?

How would you outline _____?

Qaillun igaucarciu _____?

List the _____ in order.

Igaulluki _____ kinguqliqulluki.



Understanding-Comprehension

Anderson & Krathwohl, 2001

Understanding

Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in their own words.

The teacher should: Taringluki elitellret, tangellret, naaqellret. Nalqiggluki qalarutekluki. Elitnaurista watnaarkauguq:

- Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea.
- Give tests based on classroom instruction
- Apluki elitnaulriit kiullerkaitnek ellmeggnek elitellermeggnek.
- Cuqluki elitnaurviim picirkiutai maliggluki

Question prompts: Aptarkat:

How would you compare _____? Contrast _____?

Qaillun ayuqeltassiigyarci _____? Ayuqenrilnguut _____?

How would you clarify the meaning _____?

Qaillun nalqigcarciu _____?

How would you differentiate between _____? Qaillun ayuqeltassiigyarci _____?

How would you generalize _____? Qaillun taringevsiaryarcu _____?

How would you express _____? Qaillun qalaruteksarciu _____?

What can you infer from _____? Qaillun kangingyarciu _____?

What did you observe _____? Qaillun taringellrusiu _____?

How would you identify _____? Qaillun nallunriciqsiu _____?

How can you describe _____? Qaillun nalqigciiqsiu _____?

Will you restate _____? Ataam aperciqan _____?

Elaborate on _____. Qalarutkevsiarru _____.

What would happen if _____? Qaillun piyarta _____?

What is the main idea of _____? Cauga qalarutkellrat _____?

What can you say about _____? Camek qaneryugngasit _____?



Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational outcomes: Complete edition, New York : Longman.

Applying-Application

Piarkat

Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

The teacher should:

- Umyuarateqnguarluten arenqiallugeskuvet qaillun pillerkarpenek wall'u umyuaqluku pillerpenek. Elitnaurista waten piyartuq:
- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
- Elitnaurat picirkirluki, umyuaqellritnek, piciqngatellrianek, wall'u arenqiallugeskata qaillun pillerkaitnek.
- Review the student's work to ensure that he/she is using problem solving techniques independently.
- Provide questions that require the student to define and solve problems.
- Pillrit elitnaurat tangerrluku kiutassiigluki ellmeggnnek.
- Apyutnek piniararci kiuyugngakiitnek kangingluku-llu.

Questioning prompts: Aptarkat

What actions would you take to perform _____?

Qaillun piciqsit _____?

How would you develop _____ to present _____?

Qaillun piliciqsiu _____ nasvagluku _____?

What other way would you choose to _____?

Qaillun-llu pivsiarciqsiu _____?

What would the result be if _____?

Qaillun piciqngata _____?

How would you demonstrate _____?

Qaillun nasvagciqsiu _____?

How would you present _____?

Qaillun nasvagciqsiu _____?

How would you change _____?

Qaillun cimirciqsiu _____?

How would you modify _____? Qaillun cimiqerciqsiu _____?

How could you develop _____? Qaillun naporciqsiu _____?

Why does _____ work? Ciin _____ calilarta?

How would you alter _____ to _____? Qaillun cimiryarcu _____ uumun _____?

What examples can you find that _____? Ayuqeltassianek nani nalaqsarcit _____?

How would you solve _____?

Qaillun kangingyarcu _____?



Anderson & Krathwohl, 2001

Analyzing/ Analysis Nalqigtevsiarluku

Break down a concept or idea into parts and show relationships among the parts.
Igausngalria kangingevsiarluku ukut teguluki allanun-llu ayuqeltassiigluki.

The teacher should:

Elitnauristem piarkai:

- Allow time for students to examine concepts and ideas and to break them down into basic parts.
- Elitnaurat kangingevsiarcelluki avvluki elitnauvsiarcelluki.
- Require students to explain why they chose a certain problem solving technique and why the solution worked. Igaucelluki ciin cucuklillratnek kangingarkateng cali ciin nallunriun nalaqellrucianek.

Questioning prompts: Aptarkat:

How can you classify _____ according to _____?

Qaillun aperciqsiki _____ una maliggluku _____?

How can you compare the different parts _____?

Qaillun ayuqeltassiigciqsiki ayuqenrilnguut _____?

What explanation do you have for _____?

Camek nalqigutmek pingqercit uumun _____?

How is _____ connected to _____?

Qaillun _____ usgucimaa uumun _____?

Discuss the pros and cons of _____.

Assilriit assinrilnguut qalarutekluki _____.

How can you sort the parts _____?

Qaillun avcugngacitki _____?

What is the analysis of _____? Cauga iquklitellra uum _____?

What can you infer _____? Camek qaqiucugngasit _____?

What ideas validate _____? Cam nalqigtevsiartau _____?

How would you explain _____? Qaillun nalqigcarciu _____?

What can you point out about _____? Camek nasvagiarcit _____?

What is the problem with _____? Cauga

arenqiallugun _____?

Why do you think _____? Camek

umyuarateqsit _____?



Evaluating- Evaluation Qaqivsiarun

Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

Qaqivsiariluten elitellerpenek. Picirkiutet maliggluki ikayirluten picirkiutaitnek.

The teacher should: Elitnauristem piarkai:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Qaqivsiarcelluki elitnaurat, maliggluki picirkiutet.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria. Elitnaurat nasvagcelluki qaqivsiaryugngallrit, mumiggluki, picirkiutet, qaillun pillrit, etc. picirkiutet maligtaquluki.

Questioning prompts: Aptarkat:

What criteria would you use to assess _____? Canek aturluten qaqiciciqsit_____?

What data was used to evaluate _____? Canek aturluten kitugciiqsiki _____?

What choice would you have made _____? Camek cucuklillruyarcit_____?

How would you determine the facts _____? Qaillun piculrianek qaqiciciqsit_____?

What is the most important _____? Naliat pinarqenrulriarua_____?

What would you suggest _____? Camek pisqiyarcit_____?

How would you grade _____? Qaillun cuqciqsiki _____?

What is your opinion of _____? Camek umyuarutengqercit_____?

How could you verify _____? Qaillun nallunriryarcu_____?

What information would you use to prioritize _____? Canek aturluten pinarqellriit piciqsiki _____?

Rate the _____. Cuqesgu_____.

Rank the importance of _____. Pinarqellriit
ciumek piluki_____.

Determine the value of _____. Pinarqellra
nasvagluku_____.

Creating/ Synthesis

Piliarkat

Bring together parts of knowledge to form a whole and build relationships for new situations.

Elitarkanek quyurciluten atauciurrluki cali tuall' piarkanek allanek quyurciluten nutaranek piarkanek.

The teacher should:

Elitnauristem piarkai:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Elitnaurat piarkaitnek quyurciluten avcimalrianek quyurtarkanek umyuateng aturluki kituggniarait.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.
- Elitnaurat nasvagivkarluki quyurciyugngallritnek nutaranek-llu naparciyugngallrintnek umyuateng aturluku.

Questioning prompts: Aptarkat:

What alternative would you suggest for _____? Cat allat ilaksugngacitki_____?

What changes would you make to revise _____? Qaillun cimiryarcui kitugiluku_____?

How would you explain the reason _____? Qaillun nalqigcarciu_____?

How would you generate a plan to _____? Qaillun picirkirciqsit_____?

What could you invent _____? Camek piliyarcit_____?

What facts can you gather _____? Canek quyurciyugngasit_____?

Predict the outcome if _____. Picirkirluku qaillun qaqitellerkaq_____.

What would happen if _____? Qaillun piyarta watnakan_____?

How would you portray _____? Qaillun nasvagyarcui_____?

Devise a way to _____. Picirkirluten watnallerkarpenek_____.

How would you compile the facts for _____? Qaillun quyurcarciki piculriit_____?

How would you elaborate on the reason _____? Qaillun nalqigcarciu_____?

How would you improve _____? Qaillun
kitugcarciu_____?

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