

Higher-Order Thinking Ideas for SIOP Feature 15

level of Bloom's taxonomy & definition	teacher roles	student roles	process verbs	products
<p>Evaluation: Judging the values of ideas, materials and methods by developing and applying standards and criteria.</p>	<p>Clarifies, Accepts, Harmonizes, Guides</p>	<p>Judges, Disputes, Develops, Active Participant</p>	<p>judge, rate, validate, predict. assess, score, revise, infer, criteria, determine, prioritize, tell why, evaluate, compare, defend, select, measure, choose, conclude, deduce, debate, justify, recommend, discriminate, appraise, value, probe, argue, decide, estimate, criticize, rank, award, support, reject, referee</p>	<p>investigation, opinion, survey, debate,debate, verdict, conclusion, recommendation, panel, judgement, report, editorial, scale, evaluation</p>
<p>Synthesis: Putting together constituent elements or parts to form a whole requiring original, creative thinking.</p>	<p>reflects, extends, analyzes, evaluates</p>	<p>discusses, generalizes , relates, compares, contrasts, abstracts, active participant</p>	<p>compose, assemble, manage, pretend, arrange, organize, invent, generalize, systematize, show, compile, forecast, modify, devise, derive, propose, construct, plan, revise, collect, prepare, develop, originate, imagine, generate, predict, combine, organize, write, suppose, formulate, set up, design, blend, create, produce, hypothesize, predict, concoct, infer, act, compile, reorganize, role-play, improve</p>	<p>film, story, project, blueprint, plan, solution, new game, song, pantomime, video, newspaper, painting, powerpoint, media product, advertisement, poem, formula, machine, goal, play, cartoon, invention, product, radio, event, collage, design</p>

Higher-Order Thinking Ideas for SIOP Feature 15

<p>Analysis: Breaking information down into its constituent elements.</p>	<p>probes, guides, observes, evaluates, acts as a resource, questions, organizes, dissects</p>	<p>discusses, uncovers, lists, active participant</p>	<p>distinguish, contract, question, appraise, experiment, inspect, examine, probe, separate, inquire, arrange, investigate, sift, research, calculate, criticize, solve, interpret, compare, inventory, scrutinize, discover, survey, detect, group, order, point out, sequence, test, debate, analyze, diagram, contrast, relate, dissect, categorize, point out, classify, organize, differentiate, deduce, discriminate</p>	<p>diagram, investigation, graph, conclusion, category, questionnaire, illustration, inventory, spreadsheet, checklist, chart, outline, list, plan, summary, survey, database, mobile, abstract, report</p>
<p>Application: Using methods, concepts, principles, and theories in new situations.</p>	<p>shows, facilitates, observes, evaluates, organizes, questions</p>	<p>solves problems, demonstrates use of knowledge, constructs, active participant</p>	<p>translate, manipulate, exhibit, illustrate, calculate, sketch, interpret, prepare, make, experiment, list, practice, apply, practice, relate, operate, interview, paint, change, record, translate, produce, compute, sequence, employ, show, solve, schedule, collection, demonstrate, dramatize, construct, use, teach, adapt, draw</p>	<p>prediction, scrapbook, product, photograph, illustration, simulation, sculpture, experiment, interview, performance, presentation, demonstration, puzzle, relate, diary, report, diorama, poster, diagram, lesson, model, journal, map</p>

Higher-Order Thinking Ideas for SIOP Feature 15

<p>Comprehension: Understanding of information given.</p>	<p>demonstrates , listens, questions, compares, contrasts, examines</p>	<p>explains, translates, demonstrates, interprets, active participant</p>	<p>restate, identify, discuss, locate, retell, research, convert, annotate, translate, give examples of, paraphrase, describe, report, recognize, review, observe, locate, outline, account for, interpret, give main idea, explain, tell, express, summarize, ask, identify, calculate, expand upon</p>	<p>recitation, summary, reproduction, collection, explanation, dramatization, show and tell, story, problems, example, definition, quiz, list, test, label, debate, outline</p>
<p>Knowledge: Recall or recognition of specific information.</p>	<p>directs, tells, shows, examines, questions, evaluates</p>	<p>responds, absorbs, remembers, recognizes, memorizes, passive recipient</p>	<p>define, name, record, match, select, underline, cite, know, repeat, label, recall, listen, group, recite, choose, review, quote, list, memorize, relate, show, locate, distinguish, give example, reproduce, describe</p>	<p>quiz, definition, fact, worksheet, reproduction, label, list, test, workbook</p>

(<http://nerds.unl.edu/pages/preser/sec/articles/blooms.html>)

Bloom's Taxonomy Question Stems

Knowledge

- What happened after . . . ? • How many . . . ? • Who was it that . . . ? • Can you name the . . . ?
- Described what happened at . . . ? • Who spoke to . . . ? • Can you tell why . . . ? • Find the meaning of . . . ?
- What is . . . ? • Which is true or false . . . ?

Comprehension

- Can you write in your own words . . . ? • Can you write a brief outline . . . ? • What do you think might happen next . . . ? • Who do you think . . . ? • What was the main idea . . . ? • Who was the key character . . . ? • Can you distinguish between . . . ? • What differences exist between . . . ? • Can you provide an example of what you mean . . . ? • Can you provide a definition for . . . ?

Application

- Do you know another instance where . . . ? • Could this have happened in . . . ? • Can you group by characteristics such as . . . ? • What factors would you change if . . . ? • Can you apply the method used to some experience of your own . . . ? • What questions would you ask of . . . ? • From the information given, can you develop a set of instructions about . . . ? • Would this information be useful if you had a . . . ?

Analysis

- Which events could have happened . . . ? • If . . . happened, what might the ending have been?
- How was this similar to . . . ? • What was the underlying theme of . . . ? • What do you see as other possible outcomes? • Why did . . . changes occur? • Can you compare your . . . with that presented in . . . ? • Can you explain what must have happened when . . . ? • How is . . . similar to . . . ? • What are

Higher-Order Thinking Ideas for SIOP Feature 15

some of the problems of . . .? • Can you distinguish between . . .? • What were some of the motives behind . . .? • What was the turning point in the game . . .? • What was the problem with . . .?

Synthesis

• Can you design a . . . to . . .? • Why not compose a song about . . .? • 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 deal with . . .? • What would happen if . . .? • How many ways can you . . .? • Can you create new and unusual uses for . . .? • Can you write a new recipe for a tasty dish? • Can you develop a proposal which would . . .?

Evaluation

• Is there a better solution to . . .? • Judge the value of . . .? • Can you defend your position about . . .? • Do you think . . . is a good or a bad thing? • How would you have handled . . .? • What changes to . . . would you recommend? • Are you a . . . person? • How would you feel if . . .? • How effective are . . .? • What do you think about . . .?

(meade.k12.sd.us/PASS/.../BloomsTaxonomyQuestionStems.pdf)

Question Starters and Activity Ideas

What happened after....?

How many....?

Who was it that....?

Describe what happened at.. .?

Who spoke to....?

Can you write in your own words....?

Write a brief outline.....

What do you think could have happened next....?

Who do you think.....?

What was the main idea?

Who was the main character?

Can you distinguish between....?

What differences exist between...?

Can you provide an example of what you mean by....?

Can you provide a definition for....?

Can you tell me who....?

Find the meaning of.. .?

Do you know another instance where....?

Could this have happened in....?

What factors would you change if....?

Can you apply the method used to some experience of your own....?

What questions would you ask of?

From the information given, develop a set of instructions about....?

Higher-Order Thinking Ideas for SLOP Feature 15

Would this information be useful if you had a?

What is....?

Which is true or false.....?

Which event could not have happened if....?

If....happened, what might the ending have been?

How was this similar to....?

What was the underlying theme of....?

What do you see as other possible outcomes?

Why did....changes occur?

Can you compare your....with that presented in....?

What must have happened when....?

How is...similar to....?

What are some of the problems of....?

Can you distinguish between...?

What was the turning point in the story?

Can you design a....to....?

What is a possible solution to....?

What would happen if....?

If you had access to all resources, how would you deal with....?

How would you devise your own way to....?

How many ways can you....?

Can you create new and unusual uses for....?

Can you develop a proposal which would....?

How would you compose a song about....?

Is there a better solution to....?

Judge the value of....?

Defend your position about....?

Do you think....is a good or bad thing? Explain.

How would you have handled....?

What changes to...would you recommend? Why?

Do you believe....?

Are you aperson? Why?

How would you feel if....

How effective are....?

What do you think about....?

Which events could have happened...?

Higher-Order Thinking Ideas for SIOP Feature 15

I ... happened, what might the ending have been?

How was this similar to...?

What was the underlying theme of...?

What do you see as other possible outcomes?

Why did ... changes occur?

Can you compare your ... with that presented in...?

Can you explain what must have happened when...?

How is ... similar to ...?

What are some of the problems of...?

Can you distinguish between...?

What were some of the motives behind...?

What was the turning point in the game?

What was the problem with...? Design a questionnaire to gather information.

Write a commercial to sell a new product.

Conduct an investigation to produce information to support a view.

Make a flow chart to show the critical stages.

Construct a graph to illustrate selected information.

Make a jigsaw puzzle.

Make a family tree showing relationships.

Put on a play about the study area.

Write a biography of the study person.

Prepare a report about the area of study.

Arrange a party. Make all the arrangements and record the steps needed.

Review a work of art in terms of form, color and texture.

Can you design a ... to ...?

Why not compose a song about...?

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 deal with...?

What would happen if...?

How many ways can you...?

Can you create new and unusual uses for...?

Can you write a new recipe for a tasty dish?

can you develop a proposal which would... Invent a machine to do a specific task.

Design a building to house your study.

Create a new product. Give it a name and plan a marketing campaign.

Write about your feelings in relation to...

Write a TV show, play, puppet show, role play, song or pantomime about...?

Design a record, book, or magazine cover for...?

Higher-Order Thinking Ideas for SIOP Feature 15

Make up a new language code and write material using it.

Sell an idea.

Devise a way to...

Compose a rhythm or put new words to a known melody.

Is there a better solution to...

Judge the value of...

Can you defend your position about...?

Do you think ... is a good or a bad thing?

How would you have handled...?

What changes to ... would you recommend?

Do you believe?

Are you a ... person?

How would you feel if...?

How effective are...?

What do you think about...? Prepare a list of criteria to judge a ... show. Indicate priority and ratings.

Conduct a debate about an issue of special interest.

Make a booklet about 5 rules you see as important. Convince others.

Form a panel to discuss views, e.g. "Learning at School."

Write a letter to ... advising on changes needed at...

Write a semi-annual yearly report.

Prepare a case to present your view about...

(www.ramonausd.net/1645204181252200/lib/.../Bloom2.pdf)