

teacher roles	student roles	products	question stems
Clarifies, Accepts, Harmonizes, Guides	Judges, Disputes, Develops, Active Participant	investigation, opinion, survey, debate,debate, verdict, conclusion, recommendation, panel, judgement, report, editorial, scale, evaluation	<p>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? •</p> <p>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 . . .?</p>
teacher roles	student roles	products	question stems
reflects, extends, analyzes, evaluates	discusses, generalizes, , relates, compares, contrasts, abstracts, active participant	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>• 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 . . .? •</p> <p>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 . . .?</p>

teacher roles	student roles	products	question stems
probes, guides, observes, evaluates, acts as a resource, questions, organizes, dissects	discusses, uncovers, lists, active participant	diagram, investigation, graph, conclusion, category, questionnaire, illustration, inventory, spreadsheet, checklist, chart, outline, list, plan, summary, survey, database, mobile, abstract, report	<ul style="list-style-type: none"> • 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 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 . . . ?
teacher roles	student roles	products	question stems
shows, facilitates, observes, evaluates, organizes, questions	solves problems, demonstrates use of knowledge, constructs, active participant	prediction, scrapbook, product, photograph, illustration, simulation, sculpture, experiment, interview, performance, presentation, demonstration, puzzle, relate, diary, report, diorama, poster, diagram, lesson, model, journal, map	<ul style="list-style-type: none"> • 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 . . . ?

teacher roles	student roles	products	question stems
demonstrates, listens, questions, compares, contrasts, examines	explains, translates, demonstrates, interprets, active participant	recitation, summary, reproduction, collection, explanation, dramatization, show and tell, story, problems, example, definition, quiz, list, test, label, debate, outlining	<ul style="list-style-type: none"> • 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 . . . ?
teacher roles	student roles	products	question stems
directs, tells, shows, examines, questions, evaluates	responds, absorbs, remembers, recognizes, memorizes, passive recipient	quiz, definition, fact, worksheet, reproduction, label, list, test, workbook	<ul style="list-style-type: none"> • 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 . . . ?

<p>Design a questionnaire to gather information.</p> <p>Write a commercial to sell a new product.</p> <p>Conduct an investigation to produce information to support a view.</p> <p>Make a flow chart to show the critical stages.</p> <p>Construct a graph to illustrate selected information.</p> <p>Make a jigsaw puzzle.</p> <p>Make a family tree showing relationships.</p> <p>Put on a play about the study area.</p> <p>Write a biography of the study person.</p> <p>Prepare a report about the area of study.</p> <p>Arrange a party. Make all the arrangements and record the steps needed.</p> <p>Review a work of art in terms of form, color and texture.</p> <p>Can you design a ... to ...?</p> <p>Why not compose a song about...?</p> <p>Can you see a possible solution to...?</p> <p>If you had access to all resources how would you deal with...?</p> <p>Why don't you devise your own way to deal with...?</p> <p>What would happen if...?</p> <p>How many ways can you...?</p> <p>Write about your feelings in relation to...</p> <p>Write a TV show, play, puppet show, role play, song or pantomime about...?</p> <p>Design a record, book, or magazine cover for...?</p> <p>Make up a new language code and write material using it.</p> <p>Sell an idea.</p> <p>Devise a way to...</p> <p>Compose a rhythm or put new words to a known melody.</p> <p>Is there a better solution to...</p> <p>Judge the value of...</p> <p>Can you defend your position about...?</p> <p>Do you think ... is a good or a bad thing?</p>	<p>Can you create new and unusual uses for...?</p> <p>Can you write a new recipe for a tasty dish?</p> <p>Can you develop a proposal which would... Invent a machine to do a specific task.</p> <p>Design a building to house your study.</p> <p>Create a new product. Give it a name and plan a marketing campaign How would you have handled...?</p> <p>What changes to ... would you recommend?</p> <p>Do you believe?</p> <p>Are you a ... person?</p> <p>How would you feel if...?</p> <p>How effective are...?</p> <p>What do you think about...? Prepare a list of criteria to judge a ... show. Indicate priority and ratings.</p> <p>Conduct a debate about an issue of special interest.</p> <p>Make a booklet about 5 rules you see as important. Convince others.</p> <p>Form a panel to discuss views, e.g. "Learning at School."</p> <p>Write a letter to ... advising on changes needed at...</p> <p>Write a semi-annual yearly report.</p> <p>Prepare a case to present your view about...</p> <p><i>(modified from: http://nerds.unl.edu/pages/preser/sec/articles/blooms.html; meade.k12.sd.us/PASS/.../BloomsTaxonomyQuestionStems.pdf; www.ramonausd.net/1645204181252200/lib/.../Bloom2.pdf)</i></p>
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Evaluation: Judging the values of ideas, materials and methods by developing and applying standards and criteria.

Synthesis: Putting together constituent elements or parts to form a whole requiring original, creative thinking.

Analysis: Breaking information down into its constituent elements.

Application: Using methods, concepts, principles, and theories in new situations.

Comprehension: Understanding of information given.

Knowledge: Recall or recognition of specific information.