← LOW LEVEL THINKING SKILLS   HIGH LEVEL THINKING SKILLS →

Knowledge
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Comprehension
To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Application
To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Analysis
To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Synthesis
To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Evaluation
To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Knowledge

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retell	
Name	Select	

Comprehension

Ask	Extend	Outline
Cite	Generalise	Predict
Classify	Give examples	Purpose
Compare	Illustrate	Relate
Contrast	illustrate	Rephrase
Demonstrate	Indicate	Report
Discuss	Infer	Restate
Estimate	Interpret	Review
Explain	Match	Show
Express	Observe	Summarise
		Translate

Application

Act	Employ	Practice
Administer	Experiment with	Relate
Apply	Group	Represent
Associate	Identify	Select
Build	Illustrate	Show
Calculate	Interpret	Simulate
Categorise	Interview	Solve
Choose	Link	Summarise
Classify	Make use of	Teach
Connect	Manipulate	Transfer
Construct	Model	Translate
Correlation	Organise	Use
Demonstrate	Perform	
Develop	Plan	
Dramatise		

Analysis

Analyse	Examine	Prioritize
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relationships
Categorise	Highlight	Reorganise
Cause and effect	In-depth discussion	Research
Choose	Inference	See
Classify	Inspect	Select
Differences	Investigate	Separate
Discover	Isolate	Similar to
Discriminate	List	Simplify
Dissect	Motive	Survey
Distinction	Omit	Take part in
Distinguish	Order	Test for
Divide	Organise	Theme
Establish	Point out	Comparing

Synthesis

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

Evaluation

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we know?	Select
Convince	Importance	Support
Criteria	Infer	Test
Criticise	Influence	Useful
Debate	Interpret	Validate
Decide	Judge	Value
Deduct	Justify	Why
Defend	Mark	
Determine		

Actions: / Outcomes:

Knowledge — Actions:
Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Knowledge — Outcomes:
Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Comprehension — Actions:
Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Comprehension — Outcomes:
Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Application — Actions:
Carrying out, Executing, Implementing, Using

Application — Outcomes:
Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Analysis — Actions:
Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Analysis — Outcomes:
Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Synthesis — Actions:
Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Synthesis — Outcomes:
Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Evaluation — Actions:
Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Evaluation — Outcomes:
Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

Knowledge — Questions:
Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension — Questions:
Can you explain what is happening . . . what is meant . . . ?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application — Questions:
How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis — Questions:
What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis — Questions:
What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation — Questions:
Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit