Knowledge – Remember

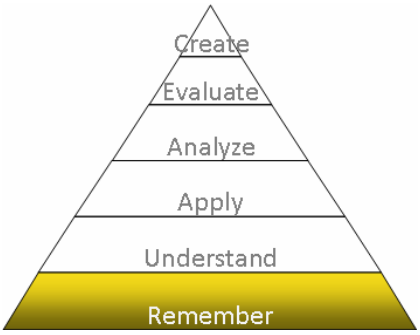
Recall or recognize information, and ideas

The Teacher Should:

- Present information about the subject to the student
- Ask questions that require the student to recall the information presented
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

Questioning Prompts:

- What do you remember about _____?
- How would you define _____?
- How would you identify_____?
- How would you recognize _____?
- What would you choose _____?
- Describe what happens when _____?
- How is (are) _____?
- Where is (are) _____?
- Which one _____?
- Who was _____?
- Why did _____?
- What is (are) _____?
- When did _____?
- How would you outline _____?
- List the _____ in order.



Recognizing, listing, describing, identifying, retrieving, naming, locating, finding, bullet pointing, highlighting, bookmarking, social networking, social bookmarking, favoriting/local bookmarking, searching, googling

Comprehension – Understand

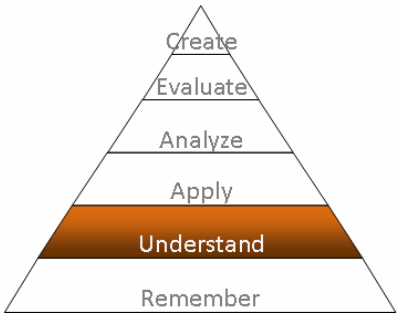
Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

The Teacher Should:

- 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.

Questioning Prompts:

- How would you compare _____? Contrast _____?
- How would you clarify the meaning _____?
- How would you differentiate between _____?
- How would you generalize _____?
- How would you express _____?
- What can you infer from _____?
- What did you observe _____?
- How would you identify _____?
- How can you describe _____?
- Will you restate _____?
- Elaborate on _____.
- What would happen if _____?
- What is the main idea of _____?
- What can you say about _____?



Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, advanced searches, Boolean searches, blog journaling, twittering, categorizing, commenting, annotating, subscribing

Application – Apply

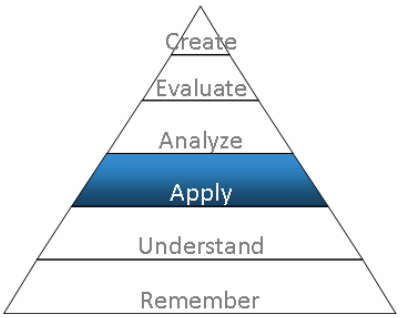
Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

The Teacher Should:

- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
- 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.

Questioning Prompts:

- What actions would you take to perform _____?
- How would you develop _____ to present _____?
- What other way would you choose to _____?
- What would the result be if _____?
- How would you demonstrate _____?
- How would you present _____?
- How would you change _____?
- How would you modify _____?
- How could you develop _____?
- Why does _____work?
- How would you alter _____ to _____?
- What examples can you find that _____?
- How would you solve _____?



Implementing, carrying out, using, executing, running, loading, playing, operating, hacking, uploading, downloading, sharing, editing

Analysis – Analyze

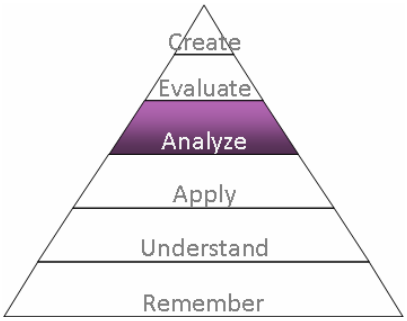
Break down a concept or idea into parts and show relationships among the parts.

The Teacher Should:

- Allow time for students to examine concepts and ideas and to break them down into basic parts.
- Require students to explain why they chose a certain problem solving technique and why the solution worked.

Questioning Prompts:

- How can you classify _____ according to _____?
- How can you compare the different parts _____?
- What explanation do you have for _____?
- How is _____ connected to _____?
- Discuss the pros and cons of _____.
- How can you sort the parts _____?
- What is the analysis of _____?
- What can you infer _____?
- What ideas validate _____?
- How would you explain _____?
- What can you point out about _____?
- What is the problem with _____?
- Why do you think _____?



Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, mashing, linking, tagging, validating, reverse-engineering, cracking

Evaluation – Evaluate

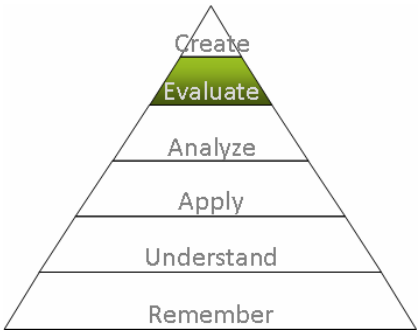
Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

The Teacher Should:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

Questioning Prompts:

- What criteria would you use to assess _____?
- What data was used to evaluate _____?
- What choice would you have made _____?
- How would you determine the facts _____?
- What is the most important _____?
- What would you suggest _____?
- How would you grade _____?
- What is your opinion of _____?
- How could you verify _____?
- What information would you use to prioritize _____?
- Rate the _____.
- Rank the importance of _____.
- Determine the value of _____.



Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring, blog/vlog-commenting, reviewing, posting, moderating, collaborating, networking, refactoring, alpha/beta testing

Synthesis – Create

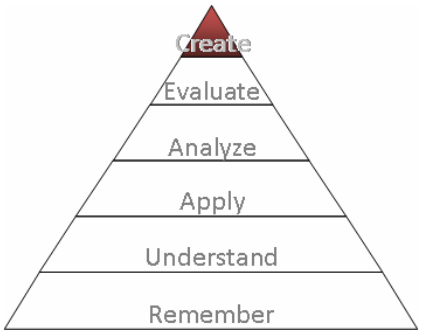
Bring together parts of knowledge to form a whole and build relationships for new situations.

The Teacher Should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

Questioning Prompts:

- What alternative would you suggest for _____?
- What changes would you make to revise _____?
- How would you explain the reason _____?
- How would you generate a plan to _____?
- What could you invent _____?
- What facts can you gather _____?
- Predict the outcome if _____.
- What would happen if _____?
- How would you portray _____?
- Devise a way to _____.
- How would you compile the facts for _____?
- How would you elaborate on the reason _____?
- How would you improve _____?



Designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging, video blogging, mixing, remixing, wiki-ing, publishing, videocasting, podcasting, directing/producing