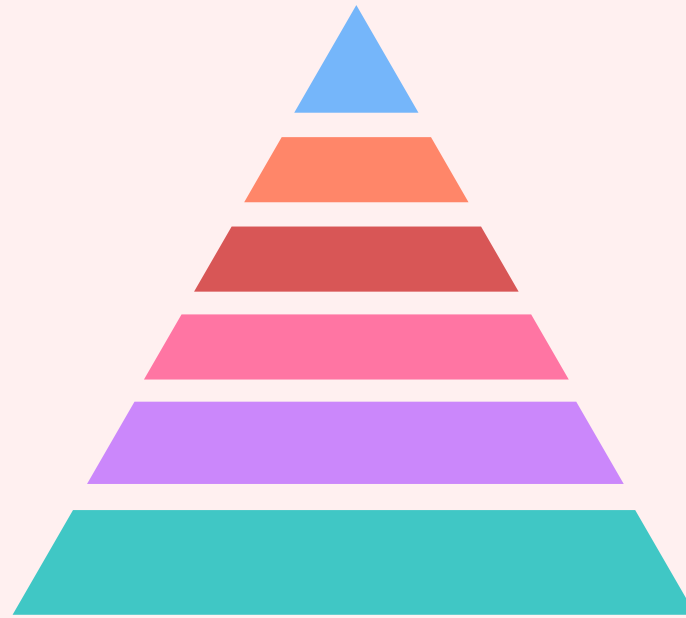


The Bloom Buster



Ninety Bloom's Taxonomy Keywords,
each with five exemplar questions or tasks

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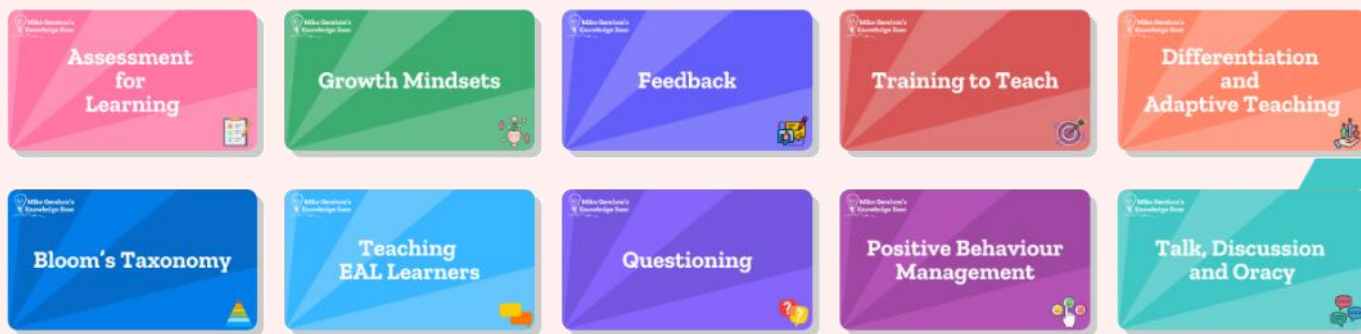


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Contents

Knowledge

Comprehension

Application

Analysis

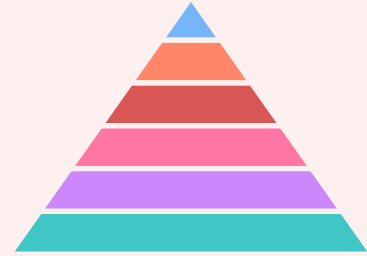
Synthesis

Evaluation

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Knowledge

noun - information and skills acquired through experience or education



Arrange

Define

Describe

List

Match

Memorise

Name

Order

Quote

Recognise

Recall

Repeat

Reproduce

Restate

Retain

Knowledge Question Stems



Arrange

verb – put in a particular order

- i. Arrange these numbers into the right order
- ii. **Put these events in order of when they happened**
- iii. What order do these stages of coastal erosion go in?
- iv. **Arrange the cards into the correct order**
- v. Can you arrange these shapes by number of sides?

Define

verb - 1 state or describe the exact nature or scope of
2 give the meaning of (a word or phrase)



- i. Write a definition of probability
- ii. **How would you define 'justice'?**
- iii. What is the meaning of photosynthesis?
- iv. **Can you define systolic pressure for me?**
- v. What does friendship mean?



Describe

verb - give a detailed account in words of

- i. Describe the workings of local government
- ii. **Describe the process of a volcanic eruption**
- iii. How would you describe Weimar Germany?
- iv. **Give a detailed written account of how magnets work**
- v. Give a speech detailing your ideas about the new school garden



List

verb - make a list of

- i. List every keyword we looked at last week
- ii. **Draw up a list of the issues that are most important to you**
- iii. Who would be on a list of key figures from the 1870s?
- iv. **Can you list the colours of the rainbow?**
- v. Make a list of topics you need to revise



Match

verb - correspond or cause to correspond

- i. Match the word with the definition
- ii. **Match the politician to the party**
- iii. Can you match the causes with the effects?
- iv. **Group the words into corresponding pairs**
- v. Which pictures correspond to one another?

Memorise

verb - learn by heart



- i. Memorise this description
- ii. **Can you remember these four pictures when I cover them up?**
- iii. Can you memorise these six different ways to start a sentence?
- iv. **Use a mnemonic to remember the colours of the rainbow**
- v. Can you learn these newspaper headlines off by heart?



Name

verb - **1** give a name to.
2 identify or mention by name.

- i. Name three large countries
- ii. **Can you name all the components of an engine?**
- iii. What name would you give to a course promoting healthy living?
- iv. **Identify the parts of the diagram**
- v. What is the name of the Prime Minister?



Order

verb - 1 give an order 2 arrange methodically

- i. Place these factors in order of importance
- ii. **How would you order these concepts?**
- iii. Can you put these events in chronological order?
- iv. **Sort the cards into an order of importance**
- v. Choose a starting point and put the pictures in order from there

Quote

verb - 1 repeat or copy out (a passage or remark by another).

2 repeat a passage or remark from.



- i. What phrase would you quote from the speech?
- ii. **Can you repeat what the Prime Minister has just said?**
- iii. Copy out the words of the textbook
- iv. **Read back to me what I have said**
- v. Listen to your partner and then quote back what they said

Recognise

verb - 1 identify as already known; know again



- i. What words do you recognise from last lesson?
- ii. **What is familiar?**
- iii. Draw a picture containing all the words you know
- iv. **Do you recognise this piece of music?**
- v. What's this?

Recall

verb - remember: recall knowledge from memory;
have a recollection



- i. Complete the pop quiz from memory
- ii. **Who can tell us what we did last lesson?**
- iii. Where did we say power lies in politics?
- iv. **What have we been studying this term?**
- v. Can you recall who the narrator was?



Repeat

verb - say or do again

- i. Watch what I do, then copy it
- ii. **Listen to what I say, then repeat it**
- iii. Do everything your partner does with a 5 second delay
- iv. **What did we just hear?**
- v. Can you repeat that excellent behaviour?



Reproduce

verb - produce a copy or representation of

- i. Reproduce the model in simple terms
- ii. **Can you draw exactly what I have said?**
- iii. I'd like you to reproduce what I've just shown you
- iv. **Can you trace the map?**
- v. Try to reproduce the skill, just like we saw it being done on the video



Restate

verb - to state again; to state differently; to rephrase

- i. Take what your partner said, and put it into your own words
- ii. **How can you say that differently?**
- iii. Can you say that again?
- iv. **Can you say that more simply?**
- v. How could you make that understandable for a younger learner?



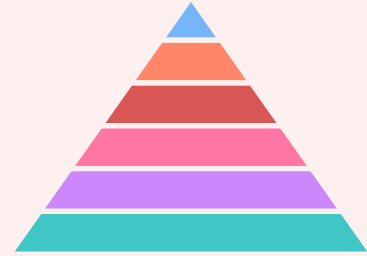
Retain

verb - continue to have; keep possession of

- i. Go over this until it sticks in your mind
- ii. **How could you ensure you remember this?**
- iii. Use the mnemonic to help you retain the information
- iv. **Write an acronym you can use to help yourself remember**
- v. Revise the different topics using flashcards

Comprehension

noun - 1 the action of understanding
2 the ability to understand



Characterise

Classify

Complete

Describe

Discuss

Establish

Explain

Express

Identify

Illustrate

Recognise

Report

Relate

Sort

Translate

Comprehension Question Stems



Characterise

verb - describe the distinctive character of

- i. What are the features of a democracy?
- ii. **What makes something 'fair'?**
- iii. Can you characterise 'regret'?
- iv. **Describe the distinctive character of a prime number**
- v. How would you characterise change over time?

Classify

verb - to identify by or divide into classes; to categorize



- i. Use the categories to classify the cards
- ii. Identify three categories we could use to classify the different foods
- iii. How would you classify this picture?
- iv. How would you classify this?
- v. What classifications could you use to divide up these keywords?



Complete

verb - finish making or doing.

- i. Complete the word fill
- ii. **Finish the story**
- iii. How would you finish this speech?
- iv. **What does this diagram need to be complete?**
- v. Is there anything you think we could add to make the model complete?



Describe

verb - give a detailed account in words of

- i. Describe the chain of events leading up to the start of the Vietnam War
- ii. Can you describe 'friction'?
- iii. Can you give a detailed account of the picture in words
- iv. Describe the story in your own words
- v. How would you describe your identity?



Discuss

verb - **1** talk about so as to reach a decision.
2 talk or write about (a topic) in detail.

- i. Discuss the picture in pairs
- ii. **‘Can there ever be zero crime?’ Discuss**
- iii. What are your thoughts? Share them with your partner
- iv. **Discuss how you think we should tackle this problem**
- v. In threes, discuss the key points we need for successful learning

Establish

verb - show to be true or certain by determining the facts



- i. Let us establish what we already know about this topic
- ii. **Can you establish what your partner knows about this?**
- iii. How might we establish the truth in this case?
- iv. **Here is the issue – you must determine the facts to establish what is true**
- v. Select the facts you would use to establish certainty



Explain

verb - **1** make clear by giving a detailed description.
2 give a reason or justification for.

- i. Can you explain the difference between mitosis and meiosis?
- ii. **Explain why you think that**
- iii. What explanations could there be for this picture?
- iv. **Can you give a reason for your answer?**
- v. Explain the story to me



Express

verb - convey (a thought or feeling) in words
or by gestures and conduct

- i. Show your partner how that made you feel
- ii. Write a paragraph expressing your opinion on what you heard in the speech
- iii. How does the film make you feel?
- iv. What does the image make you think?
- v. Express your thoughts through your drawing



Identify

verb - 1 establish the identity of.
2 recognize or select by analysis.

- i. Identify the words linked to politics
- ii. What criteria would you give to a partner to help them identify the facts?
- iii. Select the words most appropriate for persuasive writing
- iv. Can you identify the tone of this article?
- v. Which are the scientific terms?

Illustrate

verb - make clear by using examples, charts, etc.



- i. How can we illustrate this point?
- ii. Illustrate this idea using physical theatre
- iii. Use examples, charts and/or graphs to make the information clear
- iv. Can you give me an example of that?
- v. Show me what you mean

Recognise

verb - identify as already known; know again



- i. Circle what you already know
- ii. **Identify the elements we covered last lesson**
- iii. What bits do you recognise?
- iv. **What do you already know about this topic?**
- v. How many of these faces do you recognise?



Report

verb - 1 give a spoken or written account of something.
2 convey information about an event or situation.

- i. Read the article and then report back to your group
- ii. **Can you report what you did for homework?**
- iii. Tell us what you did for your project
- iv. **Produce a news report about Percy's journey**
- v. What happened? What did you do?

Relate

verb - give an account of



- i. Talk me through your finished artwork
- ii. **How did you get on?**
- iii. Can you tell us how your group worked together?
- iv. **Relate to your partner your experiences in the lesson**
- v. Produce a piece of work relating your learning on the topic to a newcomer to the school



Sort

verb - 1 arrange systematically in groups.

2 (often **sort out**) separate from a mixed group.

- i. Complete the card sort
- ii. **Sort the causes from the symptoms**
- iii. Sort the ideas into groups
- iv. **Where should the keywords go – into which groups?**
- v. How would you place this into the Venn diagram?

Translate

verb - 1 express the sense of (words or text) in another language.
2 (translate into) convert or be converted into another form or medium.

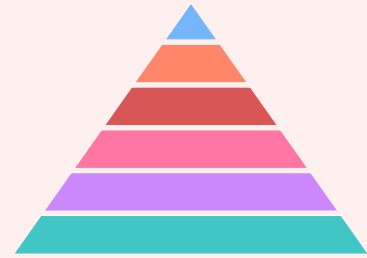


[Back to the
Comprehension
Contents Page](#)

- i. Translate the concept into a piece of drama
- ii. Play Pictionary with your group, using the list of keywords
- iii. Translate what we've learned today into a Haiku
- iv. Can you draw the article?
- v. Turn today's learning into a short and snappy chant

Application

noun - **1** the action of applying
2 practical use or relevance



Apply

Calculate

Choose

Demonstrate

Dramatise

Employ

Implement

Interpret

Operate

Perform

Practice

Role-Play

Sketch

Solve

Suggest

Application Question Stems

Apply

verb - bring into operation or use



- i. Apply your learning to this problem
- ii. Use what we have done today to make sense of the question
- iii. How could we apply that idea in this instance?
- iv. Show me how you would apply your reasoning to a disagreement between two rival groups
- v. Can you use your learning to answer these questions?

Calculate

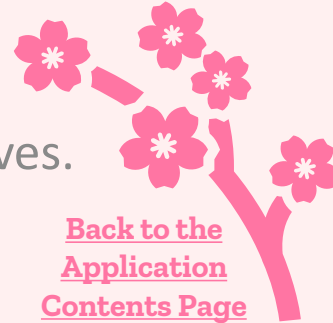
verb - determine (mathematically)



- i. What percentage of people voted for the Green Party?
- ii. Calculate the number of people in the crowd
- iii. How close to the water supply was the oil refinery located?
- iv. Can you calculate the trend rate of growth in the economy?
- v. How many more people prefer raspberry to grape?

Choose

verb - 1 pick out as being the best of two or more alternatives.
2 decide on a course of action.



- i. Which option would be the best for the king to take?
- ii. **Choose the most appropriate sentence for the crime**
- iii. What course would you choose?
- iv. **Read the dilemma. In your group, make a list of possible responses and then choose the one you think is best**
- v. How will you approach this project to meet the success criteria? What approach will you take?

Demonstrate

verb - 1 clearly show that (something) exists or is true.
2 give a practical exhibition and explanation of.



- i. Demonstrate that gravity is a constant
- ii. How would you demonstrate to the class that you are right?
- iii. Can you show that Goldilocks was right to try the porridge
- iv. Show us through drama how global warming works
- v. How would you demonstrate that rainbows exist?

Dramatise

verb - present as a play (as drama)



- i. Dramatise the flow of wealth through the economy
- ii. Use drama to show how the water cycle works
- iii. Use the transcript to present a play showing what happened
- iv. How would you present the interplay of bees and flowers through drama?
- v. Turn the newspaper headline into a silent movie

Employ

verb - make use of



- i. Can you employ that same reasoning on this different problem?
- ii. **Use the formula to answer the questions**
- iii. How would you employ your rule in unusual situations?
- iv. **Make use of the information to solve the problem**
- v. What prior knowledge and skills do you think we will employ in today's lesson?

Implement

verb - put into effect



- i. Implement the changes to your plan
- ii. **How would you implement these ideas?**
- iii. What would you have to do to put these changes into effect?
- iv. **How should the council implement its new green spaces policy?**
- v. Can you re-write your essay with these changes?

Interpret

verb - 1 explain the meaning of.

2 understand as having a particular meaning or significance.



[Back to the
Application
Contents Page](#)

- i. Show your understanding of the story by interpreting it creatively
- ii. **How would you interpret 'community' for an alien?**
- iii. Can you interpret this diagram of where political power lay during the early 17th century?
- iv. **Write a paragraph interpreting the story for a prospective reader**
- v. Storyboard an advert that will allow viewers to understand the raw data

Operate

verb - 1 control the functioning of (a machine or process)



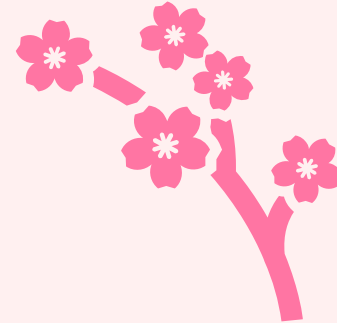
- i. Show me how you operate the drill
- ii. **Can you talk me through how you operate the drill?**
- iii. Manage the time your group spends on each task
- iv. **Can you edit the code to create the outcome you want?**
- v. What would an effective scientist do before starting an experiment?
How would they operate?

Perform

verb - 1 carry out, accomplish, or fulfil (an action, task, or function).



- i. Perform a no look pass while running at half speed
- ii. **Perform one of the speeches, using the success criteria as your guide**
- iii. Can you carry out a cross-examination of Lady MacBeth?
- iv. **How would you accomplish a successful build, using these instructions?**
- v. In your groups show us how the story ended



[Back to the
Application
Contents Page](#)

Practice

verb - perform (an activity) or exercise (a skill) repeatedly in order to improve or maintain proficiency in it

- i) Practice that until you can do it
- ii) **Practice with your flashcards every day until you can use the keywords automatically**
- iii) Exercise your reasoning daily to improve your argumentation
- iv) **Keep practising your speeches ready for the presentation**
- v) Practice writing shorter sentences until you are happy that you've got the hang of it



Role-play

verb - the acting out of a particular role

- i. Use the character cards to hot-seat in your groups
- ii. **Write a diary entry in character**
- iii. Can you act out the concept as a group?
- iv. **Today we are going to do a mock trial**
- v. Write a speech that the prime minister might give tomorrow



Sketch

verb - 1 make a sketch of.

2 give a brief account or general outline of.

- i. How would you sketch the main features of the period?
- ii. **Make a sketch of how the economy works**
- iii. Give a brief account of how your group worked together
- iv. **Can you give a general outline of your coursework?**
- v. Briefly, what is the respiratory system and how does it work?

Solve

verb - find an answer to, explanation for, or way of dealing with (a problem or mystery)



- i. Here is your problem, you have 30 minutes to find a solution within the parameters I have set
- ii. How would you have solved the problem of hyperinflation in Weimar Germany?
- iii. Can you find an answer to the problem?
- iv. On the surface this appears a mystery – what explanation can you find in today's lesson to solve it?
- v. If war is the problem, what is the solution?

Suggest

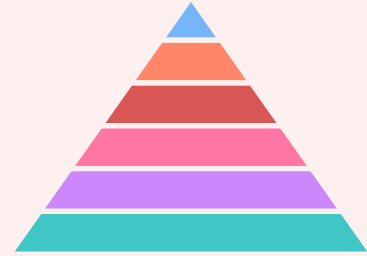
verb - put forward for consideration



- i. Suggest an alternative way of electing MPs
- ii. **Put forward some ideas in your groups**
- iii. Can you suggest a way to improve our learning as a class?
- iv. **How would you alter the layout of our classroom?**
- v. What ideas do you have for changing the curriculum?

Analysis

noun - a detailed examination of the elements or structure of something



Analyse

Appraise

Categorize

Compare

Contrast

Differentiate

Discriminate

Distinguish

Examine

Experiment

Explore

Investigate

Question

Research

Test

Analysis Question Stems



Analyse

verb - examine in detail the elements or structure of

- i. What criteria are used to determine a story's position in the newspaper?
- ii. **How was political power distributed in eighteenth century England?**
- iii. Examine in detail the structure of the human foot
- iv. **Analyse the wording of Hamlet's soliloquy**
- v. Can your produce an analysis of why the film *Frozen* has proven to be so popular?



Appraise

verb - assess the quality or nature of

- i. Assess the quality of your work, using the success criteria
- ii. **What assessment would you make of the speaker's arguments?**
- iii. Can you offer us an appraisal of your partner's strengths and weaknesses during the task?
- iv. **Of what quality is this source?**
- v. How useful are these figures to us for helping to explain the increase in unemployment?



Categorize

verb - place in a particular category; classify

- i. Read the quotes and then classify them based on the rhetorical devices they use
- ii. **Categorize the keywords using what we've learned so far**
- iii. Explain your reasoning for placing it in that category
- iv. **Can you classify these items using a continuum that runs from relevant to irrelevant?**
- v. How would you classify fast food restaurants, based on their business models?



Compare

verb - (often **compare to/with**) estimate, measure, or note the similarity or dissimilarity between.

- i. Compare friction and magnetism
- ii. **How do these two images compare?**
- iii. What similarities are there between monetary and fiscal policy?
- iv. **How do rights differ from responsibilities?**
- v. Produce a split-screen image showing a comparison of the first chapter and the second chapter



Contrast

verb - compare so as to emphasize differences

- i. Can you highlight the differences between pull factors and push factors?
- ii. **Compare and contrast the perceptions of the manager and their employees**
- iii. How would you describe the contrast here?
- iv. **Draw a picture emphasising the differences you've identified**
- v. How does scientific thought contrast with religious thought?

Differentiate

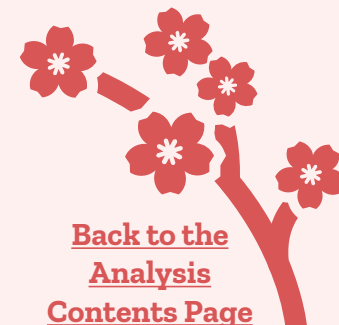
verb - recognize or identify as different; distinguish



- i. Can you differentiate between fact and opinion in the article?
- ii. **Differentiate the essays using the mark scheme**
- iii. How can we differentiate these studies?
- iv. **Can you identify the inconsistencies within the evidence – what parts are different from the rest?**
- v. Which of these does not fit and why?

Discriminate

verb - recognize a distinction



- i) Explain to us why there is a distinction between right and wrong
- ii) **Which of these is an example of an exothermic reaction? How do you know?**
- iii) Which are good, which bad?
- iv) **How would you discriminate when faced with all this information?**
- v) Which are the keywords in the question?



Distinguish

verb - recognize, show, or treat as different

- i. What distinguishes an amphibian?
- ii. **What differences can you distinguish between the two pieces of work?**
- iii. What do we need to look for when distinguishing a metaphor from an allegory?
- iv. **Show the problems inherent in this approach**
- v. Can you distinguish the different instruments playing on the track?

Examine

verb - **1** inspect closely to determine the nature or condition of.
2 test the knowledge or proficiency of.



- i) Examine the video bearing in mind the criteria we have devised
- ii) **Examine the different sources to determine their relevance to our task**
- iii) What would you look for when examining whether this statement is factually correct?
- iv) **What condition is the picture in?**
- v) What is the nature of cubism?

Experiment

verb - perform a scientific experiment



- i) Design an experiment we could use to try to answer the question
- ii) **Experiment with the material until you find the best way to convey it to your audience**
- iii) How could you use an experiment to prove the claim?
- iv) **What experiment will tell us if 5-3-2 is a suitable formation?**
- v) Develop an experiment that could help us decide which is the best material to use for this project

Explore

verb - inquire into or discuss in detail



- i. Use this time to explore the material before we start to discuss it
- ii. **Can you explore your answer further?**
- iii. How would a change in the cost of living affect that?
- iv. **Explore the object and then tell us what it has to do with our topic**
- v. Write a paragraph exploring what it might be like to live in a different country

Investigate

verb - carry out research into (a subject)



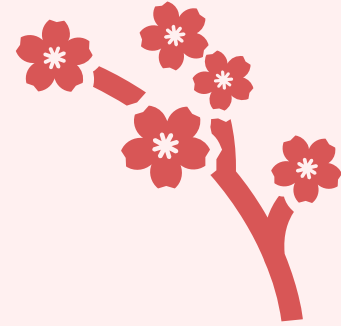
- i. Investigate the legitimacy of the claims
- ii. **Choose a topic you would like to investigate as an extended project**
- iii. How could we investigate whether all prime numbers have the same features?
- iv. **Can you investigate this question with your partner?**
- v. Plan an investigation we could carry out to discover more about gravity



Question

verb - ask questions of

- i. Listen to your partner's argument and then produce a list of questions to ask them
- ii. **Come up with three questions you want answered before the end of the lesson**
- iii. Why are people poor?
- iv. **Tell me why this might be untrue?**
- v. What objections do you have to this interpretation?



[Back to the
Analysis
Contents Page](#)

Research

verb - carry out research into

- i. What research do you need to do to support your argument?
- ii. **How can we verify if what a politician says is true or not?**
- iii. Research the history of our local area
- iv. **Produce a report into the formation of your favourite football team**
- v. How could we research the backstory of one of the characters?



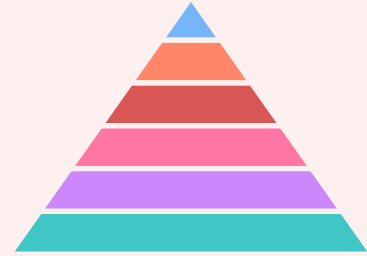
Test

verb - subject to a test

- i. Use verbal reasoning to test your hypothesis
- ii. **Would the theory stand up to testing?**
- iii. How might we test whether habitats really are under threat?
- iv. **I like your idea, what if we lived underwater – would it still work?**
- v. Work through the different scenarios and see if your thinking applies in each instance – or if you'd need to change it

Synthesis

noun - the combination of components to
form a connected whole



Combine

Compose

Construct

Create

Devise

Design

Formulate

Hypothesise

Integrate

Merge

Organise

Plan

Propose

Synthesise

Unite

Synthesis Question Stems



Combine

verb - join or mix together

- i. Combine three of the ideas we have come up with into an argument
- ii. **Can you find a way to join the two suggestions together?**
- iii. How can you combine form and function in your design?
- iv. **Can we combine pressing with patient build-up play?**
- v. What might a story look like that combines fantasy and science fiction?

Compose

verb - 1 create (a work of art, especially music or poetry)
2 arrange in an orderly or artistic way



- i. Compose a song that expresses how you feel about the future
- ii. **Produce a drawing expressing your opinions about the Great Crash**
- iii. Can you put the key ideas from today's lesson into a short poem?
- iv. **How would you arrange these objects to convey what we have been discussing?**
- v. Write 16 bars that will elicit sympathy in the listener

Construct

verb - 1 build or erect.

2 form (a theory) from various conceptual elements.



- i. Take what we have talked about and build a theory from it
- ii. **How could we construct an alternative ending to the story?**
- iii. Construct an argument supporting your view
- iv. **Can you construct a prototype showing what you hope your final design will look like?**
- v. Do you have a theory as to why this has happened?

Create

verb - bring into existence



- i. Create a solution for each of the problems
- ii. **Can you create something from nothing?**
- iii. Create a presentation 'selling' your idea to the rest of the class
- iv. **Create a new design for the Houses of Parliament**
- v. Can you create a story that links the random words together?

Devise

verb - plan or invent



- i. Devise a way to stop crime
- ii. **Invent a solution to global warming**
- iii. Can you devise a way to test which colour works better?
- iv. **What solutions can you think up?**
- v. Plan your project and how you intend to overcome any obstacles

Design

verb - conceive and produce a design for



- i. Design a solution to the problem
- ii. **What would an alternative approach look like?**
- iii. Can you design a problem, based on what we've done today, that the rest of the class must try to solve?
- iv. **Can you conceive of a different solution? Produce a plan of it**
- v. Design me a perpetual motion machine

Formulate

verb - 1 create or prepare methodically.

2 express (an idea) in a concise or systematic way.



- i. Formulate an argument in support of proportional representation
- ii. **What ideas can you formulate about why the story ended like it did?**
- iii. Can you prepare a formula for solving equations?
- iv. **How would you formulate a response to what you just heard?**
- v. Keep going over your work until you can persuade the class as concisely as possible

Hypothesise

verb - put forward as a hypothesis



- i. How can you explain the existence of water on Mars?
- ii. **What would happen if education was optional?**
- iii. Develop a hypothesis we can use to explain current rates of migration
- iv. **Write a short role-play showcasing a possible explanation for why the industrial revolution started in England**
- v. Tell us what you think will happen tomorrow

Integrate

verb - combine or be combined to form a whole



- i. How would you integrate fair trade with the desire to make money?
- ii. **Could a new character be integrated into the play?**
- iii. Take these different things we have discussed and combine them into a whole
- iv. **Can you include a section about materials in your write up?**
- v. What might your picture look like if you brought in a different light source?



Merge

verb - **1** combine or be combined into a whole.
2 blend gradually into something else.

- i. Merge these ideas together in your essay
- ii. **Write a speech merging these perspectives**
- iii. Can these perspectives be merged? If so, how?
- iv. **Join with another group and merge your role-plays together**
- v. How would you merge the three arguments you heard into a persuasive conclusion?



Organise

verb - arrange systematically; order

- i. Organise your thoughts into a clear structure
- ii. **How would you organise an expedition to the rainforest?**
- iii. Can you organise the aims of your project?
- iv. **Organise the issues according to which you think are most pressing for the government**
- v. Use a system to arrange the possible solutions to the problem in a way that you see fit

Plan

verb - decide on and arrange in advance



- i. Plan the next stage of your coursework
- ii. **Draw a plan of how you will set up the experiment**
- iii. Can you plan an answer to the questions you expect the opposing team to ask you?
- iv. **How do you plan to raise awareness about your issue?**
- v. Decide who is doing what in your group and arrange everything so you are ready in advance

Propose

verb - put forward (an idea or plan) for consideration by others



- i. Propose a change to the way the school is run
- ii. **How can we best decide which topic to study next?**
- iii. What ideas do you have for how to tackle this?
- iv. **Propose a new formation we could use in the last period of our game**
- v. What proposals would you make for improving the local area?

Synthesise

verb - 1 make by synthesis.

2 combine into a coherent whole.



- i. Write an essay plan ordering and outlining your ideas
- ii. **How would you explain these concepts to a Year 7 class using drama?**
- iii. Produce a newspaper article that makes sense of all the information
- iv. **What would a poster that explained velocity look like?**
- v. Can you create a storyboard that turns the poem into a thirty-second film?



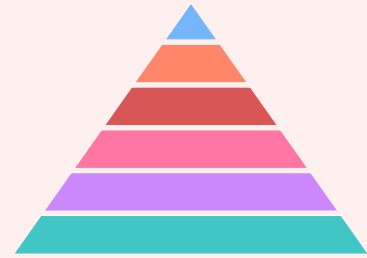
Unite

verb - come or bring together for
a common purpose or to form a whole

- i. How can we unite the concepts of justice and fairness?
- ii. **What would a noise uniting hope and joy sound like?**
- iii. What would a painting uniting trust and friendship look like?
- iv. **Can you use all seven keywords in a piece of writing that explains what we have done today?**
- v. How could we bring together all these ideas and use them to create a story?

Evaluation

noun – an appraisal or judgement of the value of something



Appraise

Argue

Assess

Critique

Defend

Evaluate

Examine

Grade

Inspect

Judge

Justify

Rank

Rate

Review

Value

Evaluation Question Stems

Appraise

verb - assess the quality or nature of

- i. How useful is this source to us?
- ii. **Would you advise me to teach this activity again? Why?**
- iii. Is this good? Based on what?
- iv. **Read your partner's work and then tell them three good things about it and one area for improvement**
- v. What type of language are we listening to here?

Argue

verb - give reasons or cite evidence in support of something.



- i. Who can give us an argument against that?
- ii. **What can you give us to support that?**
- iii. Write an essay arguing for or against votes at sixteen
- iv. **Produce a radio advert that persuades people to buy more fruit**
- v. Use the material around the room to build a convincing argument for shortening the school day

Assess

verb - evaluate or estimate

- i. What is the likelihood of newspapers revealing their sources?
- ii. **Mark your work and set a target for improvement**
- iii. Assess the quality of the experiment
- iv. **Estimate the extent to which we can rely on this study**
- v. Evaluate the reasons given for why festivals are important

Critique

verb - evaluate in a detailed and analytical way



- i. Critique the speech in the context of the manifesto
- ii. **Can you offer us a critique of the film?**
- iii. What criticisms do you have of how the chapter ended?
- iv. **Write an essay critiquing the idea that equality of opportunity is more important than equality of outcome**
- v. Can you critique media images of young people?

Defend

verb - attempt to justify



- i. Defend your position!
- ii. **Pick one of the arguments and come up with a way to defend it**
- iii. How might the wicked witch have defended her actions?
- iv. **Defend the proposition that ...**
- v. Can you defend the idea that healthy eating is overrated?



Evaluate

verb - form an idea of the amount or value of; assess

- i. How useful is the source?
- ii. **What changes would you make to improve the product?**
- iii. Is this the best method for multiplying fractions?
- iv. **How effective was the presentation?**
- v. What strengths and weaknesses can you identify?

Examine

verb - inspect closely to determine the nature or condition of



- 1) Examine your work and write me a paragraph explaining whether you feel you have met the success criteria
- 2) **Who has power in the UK?**
- 3) What is the nature of atomic structure?
- 4) **Examine the source and determine its nature**
- 5) What condition is the local environment in?

Grade

verb - arrange in or allocate to grades



- i. Use the mark scheme to grade your work
- ii. **Write a mark scheme we could use to grade the quality of scientific experiments**
- iii. How would you grade the impact of Flora's arrival on Jonah's state of mind?
- iv. **Which policies have been effective, which not so?**
- v. Can you grade the materials based on the aims of our design project?

Inspect

verb - look at closely



- i. What is really being said in the speech, 'between the lines'?
- ii. **What key themes run through Van Gogh's work?**
- iii. How does the language of the American constitution reflect its content?
- iv. **What can you pick out that is of most importance?**
- v. Inspect the picture for clues to its origin

Judge

verb - form an opinion about

- i. Prepare a list of criteria we can use to judge the quality of the presentations.
- ii. **Judge the value of photosynthesis to our daily lives**
- iii. What is your judgement regarding the case?
- iv. **Can you judge which of these ideas will be of greatest benefit to us?**
- v. How effective are coastal defences?



Justify

verb - prove to be right or reasonable

- i. Can you convince me that what you're saying is right?
- ii. **What evidence can you use to justify your argument?**
- iii. What is there to justify these claims?
- iv. **What justification is there for questioning the theory of evolution?**
- v. What justification is there for accepting a certain level of unemployment as 'inevitable'?

Rank

verb - give (someone or something)
a rank within a grading system

- i. Rank the arguments in order of importance
- ii. **Rank the pictures according to the level of bias**
- iii. How would you order these images to fit the grading system?
- iv. **Can you use the assessment criteria to put the performances in order?**
- v. Order the policy suggestions based on the extent to which they solved the problems we highlighted

Rate

verb - assign a standard or value to (something)
according to a particular scale

- i. Produce a scale we could use to rate the reactivity of different elements
- ii. **How would you rate your performance in the assessment?**
- iii. Rate these pictures using the scale we developed as a class
- iv. **Rate the proposals based on our criteria**
- v. How does your essay plan rate now that you've seen the mark scheme?

Review

verb - carry out or write a review of.



- i. Review your work and make the changes that will take it to the next grade
- ii. **Produce a literature review**
- iii. Provide a review of the book
- iv. **What conclusions have you come to?**
- v. What are your findings having reviewed the film?

Value

verb - fix or determine the value of; assign a value to



- i. What is the value of free trade to developing countries?
- ii. **How would you value the different sources?**
- iii. In your opinion, what is the most valuable idea we have learned about this term, and why?
- iv. **Why was this a valuable learning experience?**
- v. What value would you assign to the different explanations?

Question Stems

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Generic Knowledge Question Stems

What happened after ... ?

How many ... ?

Who was it that ... ?

Can you name the ... ?

Describe what happened at ... ?

Who spoke to ... ?

Can you tell why ... ?

Find the meaning of ... ?

What is ... ?

Which is true or false ... ?



Generic Comprehension Question Stems



- Can you write in your own words ... ?
- Can you write a brief outline ... ?
- What do you think could of happened 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 ... ?

[Back to the
Main Contents](#)





Generic Application Question Stems

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 ... ?

[Back to the
Main Contents](#)



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Generic Analysis Question Stems

How was this similar to ... ?

What was the underlying theme of ... ?

What do you see as other possible outcomes?

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

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

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 ... ?



Generic Synthesis Question Stems

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

Can you see a possible solution to ... ?

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

Why don't you devise your own way to deal with ... ?

What might happen if ... ?

How many ways can you ... ?

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

Can you develop a proposal that would ... ?



Generic Evaluation Question Stems

- Is there a better solution to ... ?
- Can you 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?
- How would you feel if ... ?
- How effective are ... ?
- How would you critique ... ?
- What are the strengths and weaknesses of ... ?

