**Bloom’s Taxonomy Higher Level Verbs**

Use the verbs from the table below in preparing questions or assignments that will lead students to think critically and creatively.

|  |  |  |
| --- | --- | --- |
| Analyze | Evaluate | Synthesize |
| Categorize | Appraise | Produce |
| Test | Argue | Generalize |
| Diagram | Assess | Assemble |
| Investigate | Compare | Imagine |
| Contrast | Evaluate | Construct |
| Survey | Prioritize | Design |
| Discover | Infer | Create |
| Question | Rate | Invent |
| Arrange | Recommend | Compose |
| Organize | Criticize | Hypothesize |
| Inspect | Revise | Develop |
| Sequence | Decide | Explore |

**Probing Questions to Help Students Think Critically**

**About Their Thinking (Metacognition)**

1. How were you thinking when you arrived at that answer? Can you “talk me through” the steps of your thinking?

2. What kind of thinking did you have to do in order to answer that question? (divergent or creative, convergent, evaluative, cause-effect, compare & contrast, predicting, etc.)

3. Can you cite evidence on which you based your answer? (From text, expert, experience, etc.) **Or for younger students**: Did your answer reflect something you have read, experienced, seen, etc.? (Self to text, self to other media, self to world experience)

4. What are your feelings (emotions) about\_\_\_\_\_\_\_? Why do you think you feel this way?

5. Do you think others would answer this question in the same way? Why or why not? (Perspective)

6. What questions do you have about \_\_\_\_\_\_? How might you find answers to these questions?