Bloom's Taxonomy — Level 1: Remember

AssessmentWiz Question-Stem Reference for K-12 Teachers

Retrieve facts, terms, definitions, procedures, or dates from long-term memory. One correct answer, no reasoning steps, answered in 5–15 seconds.

ACTION VERBS

Define • List • Identify • Name • Recall • Recognize • Match • State • Label • Select • Locate • Repeat

QUESTION STEMS BY SUBJECT

Science

- Define ____ in your own words.
- List the parts of a ____.
- Which of the following is an example of ____?
- Label the diagram to identify ____.
- Name the process by which plants make their own food.
- Match each organ to its body system.
- State the formula for calculating ____.
- Identify the phase change shown in the diagram.

Math

- What is the formula for the area of a ____?
- List the first five multiples of ____.
- Identify the numerator in the fraction ____.
- Which of the following is a prime number?
- Recall the order of operations.
- Name the shape shown.
- State the Pythagorean theorem.
- Match each vocabulary term to its definition.

ELA

- Define metaphor / simile / personification.
- Name the author and publication year of the text.
- List the parts of speech.
- Which sentence uses a semicolon correctly?
- Identify the main character in the story.
- Recall the setting of the novel.
- State the meaning of the vocabulary word in bold.
- Match each literary term to its example.

Social Studies

- When did ____ occur?
- Name the three branches of the U.S. government.
- List the causes of ____.
- Identify the country shaded on the map.
- Which of the following documents established ____?
- State the year the Declaration of Independence was signed.
- Recall the definition of federalism.
- Label the continents on the world map.

SEL

- Name one strategy for calming down when frustrated.
- List the three parts of active listening.
- Identify the emotion shown in the image.
- Recall the class agreement we set for group work.

Bloom's Taxonomy — Level 2: Understand

AssessmentWiz Question-Stem Reference for K-12 Teachers

Construct meaning from what you've learned — interpret, exemplify, classify, summarize, infer, compare, or explain in your own words.

ACTION VERBS

Explain • Describe • Summarize • Paraphrase • Classify • Compare • Interpret • Give an example • Convert • Illustrate • Predict • Discuss • Estimate • Translate

QUESTION STEMS BY SUBJECT

Science

- Explain why plants need sunlight.
- Describe how the water cycle works, in your own words.
- Classify these substances as physical or chemical changes.
- Summarize the main function of the circulatory system.
- Compare the structures of a plant cell and an animal cell.
- Give an example of a chemical reaction from everyday life.
- Interpret the graph — what happens to the temperature over time?
- Predict what would happen if a plant were grown without light for a week.

Math

- Explain the difference between area and perimeter.
- Describe the pattern in the sequence: 2, 4, 8, 16, ...
- Convert this improper fraction to a mixed number and explain your steps.
- Interpret what the slope of the line represents in the problem.
- Give an example of a real-world situation modeled by a linear equation.
- Classify these shapes by their number of sides and angles.
- Summarize the meaning of mean, median, and mode of this data set.
- Estimate the answer to 47 × 21 without solving exactly. Explain.

ELA

- Summarize chapter 3 in three sentences.
- Describe the main character's personality using evidence from the text.
- Explain how the setting affects the story's mood.
- Paraphrase the poem's opening stanza in your own words.
- Give an example of foreshadowing from the novel.
- Interpret the meaning of the metaphor in line 12.
- Classify these sentences by type: declarative, interrogative, imperative, exclamatory.
- Compare the perspectives of two characters in the same scene.

Social Studies

- Explain why the American Revolution began.
- Describe daily life in a colonial New England town.
- Summarize the main provisions of the Bill of Rights.
- Interpret the political cartoon — what point is the artist making?
- Compare the economies of the North and South before the Civil War.
- Give an example of federalism in action today.
- Classify these historical events as causes or effects of World War I.
- Predict what might have happened if the Louisiana Purchase had failed.

SEL

- Describe a time you felt frustrated. What helped you calm down?
- Explain what active listening looks like in your own words.
- Give an example of a growth mindset statement.
- Summarize what you learned today in one sentence.

Bloom's Taxonomy — Level 3: Apply

AssessmentWiz Question-Stem Reference for K-12 Teachers

Use what you've learned in a new situation. Execute a procedure in a familiar task, or implement one for an unfamiliar task.

ACTION VERBS

Solve • Use • Demonstrate • Calculate • Implement • Execute • Complete • Illustrate • Show • Choose • Apply • Modify • Construct • Sketch

QUESTION STEMS BY SUBJECT

Science

- Use the density formula to determine whether the object will float.
- Calculate the force required to accelerate a 5 kg object at 2 m/s^2.
- Predict what will happen when you mix vinegar with baking soda.
- Design a simple experiment to test whether plants grow faster in blue or red light.
- Sketch and label a food web for your local ecosystem.
- Apply the scientific method to investigate why your bike tire is flat.
- Modify the lab procedure to reduce experimental error.
- Show how you would separate a mixture of sand, salt, and iron filings.

Math

- Use the distributive property to expand $4(2x + 3)$.
- Calculate the area of an irregular shape by breaking it into rectangles.
- Solve: If a recipe calls for 2/3 cup of flour for 1 recipe, how much for 1.5 recipes?
- Apply the Pythagorean theorem to find the length of a ladder for a 12-ft window.
- Use ratio reasoning to determine which pizza is a better deal.
- Construct a graph from the given data and interpret the trend.
- Modify this equation to have a solution of $x = 7$.
- Choose the correct formula and calculate the perimeter of this composite figure.

ELA

- Use context clues to determine the meaning of the bolded word.
- Apply the rules for using commas in a series to correct these sentences.
- Write a paragraph using at least three transition words.
- Construct a topic sentence that would work for the paragraph below.
- Illustrate the theme of perseverance with an example from your own life.
- Show how you would revise this sentence to fix a dangling modifier.
- Apply what you know about character development to predict the protagonist's next move.
- Complete the sentence using the correct verb tense.

Social Studies

- Use a map to determine the shortest route between two cities.
- Apply the concept of supply and demand to explain the price of gas last summer.
- Demonstrate how the Bill of Rights would apply in a modern school setting.
- Calculate the electoral votes needed to win a presidential election.
- Construct a timeline of the major events leading to World War I.
- Illustrate the principle of separation of powers using a current news story.
- Show how a proposed law would move through Congress.
- Modify a colonial-era menu to fit a modern family's dietary needs.

SEL

- Apply one calming strategy you've learned to a situation from this week.
- Use the class agreement to work through this conflict scenario.
- Demonstrate active listening in a role play with your partner.
- Show how you would offer feedback using the growth-mindset language we practiced.

Bloom's Taxonomy — Level 4: Analyze

AssessmentWiz Question-Stem Reference for K-12 Teachers

Break material into parts and detect how they relate to each other and to the whole. Identify patterns, biases, and structural relationships.

ACTION VERBS

Analyze • Compare • Contrast • Examine • Differentiate • Categorize • Distinguish • Investigate • Deconstruct • Attribute • Organize • Diagram • Infer • Relate

QUESTION STEMS BY SUBJECT

Science

- Analyze the data — what is the relationship between temperature and reaction rate?
- Compare the anatomy of a bird's wing and a bat's wing. What does this suggest?
- Examine the experimental setup and identify a source of error.
- Distinguish between physical and chemical changes in the demonstration.
- Categorize these ecosystems by the primary limiting factor.
- Investigate why plant A grew twice as much as plant B despite identical conditions.
- Diagram the energy flow in this food web and identify each trophic level.
- Infer the identity of the unknown gas from the properties observed.

Math

- Analyze the graph — during which interval was the rate of change greatest?
- Compare two solution methods for the same problem. Which is more efficient?
- Examine the pattern and predict the 100th term. Justify your reasoning.
- Distinguish between mean and median for this data set. What does the difference suggest?
- Categorize these functions as linear, exponential, or quadratic based on behavior.
- Investigate whether the given points lie on the same line. Show your reasoning.
- Deconstruct this word problem — what info is given, asked, extraneous?
- Relate the concept of slope to a real-world rate you've seen this week.

ELA

- Analyze the author's tone in the second paragraph. What specific words create it?
- Compare how the two authors treat the theme of friendship.
- Examine the argument — identify one logical fallacy and explain it.
- Distinguish between the narrator's point of view and the author's point of view.
- Categorize characters as dynamic (change) or static (stay the same).
- Investigate why the author chose to end the chapter with a question.
- Deconstruct the argument into its claim, evidence, and counterclaim.
- Attribute the political bias in the article. What word choices reveal it?

Social Studies

- Analyze the causes of the French Revolution and rank them by impact.
- Compare the Articles of Confederation and the Constitution — what problems did the Constitution solve?
- Examine the primary source and identify the author's bias.
- Distinguish between correlation and causation in the industrialization-life expectancy relationship.
- Categorize these Supreme Court cases by which constitutional principle they rely on.
- Investigate why voter turnout in this election differed from the previous one.
- Diagram the balance of powers and identify one point of tension between branches.
- Attribute the point of view in the political cartoon — what is the artist critiquing?

SEL

- Analyze a recent conflict you observed — what were the underlying causes?
- Compare two responses to the same stressful situation. Which is more effective?
- Examine your work habits this week. What is one pattern you notice?
- Distinguish between fixed- and growth-mindset statements in the examples.

Bloom's Taxonomy — Level 5: Evaluate

AssessmentWiz Question-Stem Reference for K-12 Teachers

Make judgments based on criteria and standards. Every response needs (1) a position, (2) named criteria, and (3) evidence.

ACTION VERBS

Judge • Justify • Critique • Defend • Assess • Argue • Rate • Recommend • Weigh • Prioritize • Rank • Determine • Debate • Support • Oppose

QUESTION STEMS BY SUBJECT

Science

- Judge whether the conclusion is supported by the data. What evidence backs your judgment?
- Critique the experimental design — what one change would most improve its validity?
- Assess the source. Is it credible for scientific claims about vaccine safety?
- Recommend which of the three energy sources is best for your region. Name your criteria.
- Argue for or against the classification of Pluto as a planet. Use current evidence.
- Weigh the ethical implications of genetic modification in agriculture.
- Determine whether the correlation between coffee and heart disease implies causation.
- Rate the three lab methods for their precision, accuracy, and safety.

Math

- Critique the student work. Where does the reasoning break down?
- Judge whether the graph accurately represents the data. What is misleading?
- Recommend the more efficient solution method for this problem type. Why?
- Assess whether the sample is representative enough to justify the study's conclusion.
- Argue whether it's better to represent this data as a bar graph or a pie chart.
- Weigh the trade-offs of two loan options — which is better for a first-time car buyer?
- Prioritize the three errors in the calculation by their impact on the final answer.
- Determine whether the proof is complete. What step, if any, is missing?

ELA

- Critique the author's argument — what is the weakest point, and why?
- Judge whether the character's decision is justified. Use two pieces of textual evidence.
- Defend the ending of the novel — is it satisfying or unearned? Why?
- Assess the credibility of the two sources. Which is more trustworthy? How did you decide?
- Argue whether the poem's central metaphor works. Use specific lines.
- Recommend which of the two essays makes a stronger case. Name your criteria.
- Rate the effectiveness of the persuasive techniques used.
- Determine whether the author's use of dialect is respectful or stereotyping.

Social Studies

- Judge whether Truman's decision to use the atomic bomb was justified. Use two pieces of evidence.
- Critique the primary source's reliability — what factors weaken it?
- Assess whether the New Deal succeeded in its stated goals. Use economic data.
- Argue for or against a national voter ID law. Address the strongest counterargument.
- Recommend which of the three founding-era compromises had the most lasting impact.
- Weigh the causes of the Civil War. Which was most decisive, and why?
- Prioritize the three current global issues by the urgency of international action.
- Debate whether the Electoral College still serves its original purpose.

SEL

- Assess your own contribution to the group project this week. What did you do well, what would you change?
- Judge whether the strategy you tried actually helped. What evidence do you have?
- Recommend one classroom norm we should add or change. Why?
- Critique the conflict-resolution process we used. What worked, what didn't?

Bloom's Taxonomy — Level 6: Create

AssessmentWiz Question-Stem Reference for K-12 Teachers

Put elements together to form something original. Requires generating alternatives, planning a procedure, AND producing the result.

ACTION VERBS

Design • Construct • Develop • Compose • Invent • Plan • Produce • Formulate • Propose • Devise • Generate • Improve • Assemble • Write

QUESTION STEMS BY SUBJECT

Science

- Design an experiment to test whether plants grow faster with music. Specify variables, controls, and success criteria.
- Formulate three hypotheses for why bee populations are declining. Recommend which is most testable.
- Develop a public-health campaign to reduce vaping among teenagers.
- Invent a new organism adapted to a specific extreme environment. Justify each adaptation.
- Propose a solution to the water quality issue in the case study. Address at least one trade-off.
- Devise a lab procedure to measure the acidity of household liquids using the supply list.
- Assemble a data visualization that best communicates the trend. Justify your chart type.
- Write a lab report for an experiment you have not yet performed — hypothesize results and explain your reasoning.

Math

- Design a word problem requiring both distributive property AND combining like terms. Write the answer key.
- Formulate a real-world scenario modeled by $y = 2x + 3$. Explain what each variable represents.
- Develop a lesson to teach fraction addition to a 4th grader. Include an example, a visual, and a common mistake to watch for.
- Invent a game whose winning strategy depends on probability. Write the rules and the strategy.
- Propose the best method for solving this problem. Justify by contrasting two others.
- Design a data collection plan that would produce a representative sample of student study habits.
- Compose a step-by-step proof of the Pythagorean theorem using diagrams.
- Assemble a rubric for grading student solutions to open-ended geometry problems.

ELA

- Write an alternate ending to the novel that changes the outcome but stays consistent with the characters.
- Compose an original poem using at least three of the literary devices we studied.
- Design a book cover for the novel. Explain how each visual choice reflects a theme or character.
- Develop a persuasive essay arguing a position we haven't discussed. Address the strongest counterargument.
- Invent a new character who could realistically enter Chapter 5 without disrupting the plot.
- Propose a modern-day setting for the classic story. Adjust one scene to fit.
- Formulate a research question worth investigating and outline a plan to answer it.
- Assemble a portfolio of your best writing this semester. Include a reflective introduction.

Social Studies

- Design a new political system for a colony on Mars. Address representation, rights, and dispute resolution.
- Formulate a plan to reduce homelessness in your city. Address funding, housing, and services.
- Develop a museum exhibit on a lesser-known figure from the era we studied. Include three artifacts and a curator statement.

- Invent a peace treaty that could have prevented the historical conflict. Address all three parties' interests.
- Propose a constitutional amendment addressing a modern issue. Draft the language and defend it.
- Devise a campaign strategy for a candidate in the historical election, using only what was known at the time.
- Compose a primary-source-style document (letter, diary, newspaper article) from the perspective of someone from the era.
- Assemble a research proposal on a topic we didn't cover — question, methodology, expected sources.

SEL

- Design a classroom norm we don't have yet that would improve group work. Justify with a recent incident.
- Develop a personal plan for handling stress during finals. Include three strategies and a checkpoint schedule.
- Invent a mediation script classmates could use to resolve a small conflict.
- Compose a letter to your future self about what you've learned this year.