Higher-order thinking	**Synthesis/ Creating** Reorganize or Design New	ACTIONS: Build, pretend, create, plan, invent, combine, develop, design, arrange, hypothesize, predict, compose
		SENTENCE STARTERS: What would happen if __? Can you predict __? What would the __ be like if ___? Suppose __. What do you think about ___? How many new ways can you __? What would happen if? What alternatives are there? What if someone __? Imagine that __? Can you invent __? Can you predict the outcome of __? Can you construct a model that would change __? What changes would you make in order to solve__? Can you think of an original way for __? How would you test __? What inference or conclusion can you draw based on evidence?
	Evaluation/ Evaluating Judge & Justify	ACTIONS: Debate, justify, rate, select, judge, score, evaluate, conclude, prove, estimate, recommend, criticize
		SENTENCE STARTERS: What would you choose? Why was it better than _? In your opinion will it work? How? Select some items and tell why you did or did not like them. How would you prioritize __? Why do you agree or disagree? If __ then __? What is your opinion of __? What choice would you have made? How would you justify __? What would you select? Justify your selection. What information would you use to support the view? How could you determine? What could be done to minimize (maximize) __? How would you improve? Rate the following __.
	Analysis/ Analyzing Divide or Classify	ACTIONS: Group, separate, compare/contrast, interpret, question, discover, classify, categorize, organize,
		SENTENCE STARTERS: Why do you think __? What are the parts of? What are the consequences of__? How? Why? Compare __ with __. List all of the problems that occur when __. The best part __. Can these be arranged this way? What evidence can you find __? Can you make a distinction between __ and __? How would you classify __? How would you categorize __? What is the function of __?
Lower-order thinking	**Application/ Applying** Make or Do	ACTIONS: Solve, build, choose, plan, show, practise, use, make, teach, operate, simulate, construct
		SENTENCE STARTERS: Show me how to do __. How would you use __? Demonstrate __. Make a __. If you were there _. Why is __ significant? How is ___ an example of __? A way to __ is __. A connecting idea is __. Is what you are saying __? Could you clarify that comment? What examples can you find? How would you solve ___ using what you've learned? Can you make use of the facts to __? What approach would you use to __? What facts would you select to show __? What questions would you ask in an interview with __?
	Comprehension/ Understanding Understand, Describe	ACTIONS: Describe, express, restate, retell, locate, discuss, rephrase, summarize, organize
		SENTENCE STARTERS: Can you explain what is happening? What can you say about __? Locate the following… Describe the way __. How would you restate the rest of the paragraph/sentence/page in your own words? What can you say about? State the main ideas __. Sequence the events __.
	Knowledge/ Remembering Tell or Spell	ACTIONS: Know, collect, label, cite, tell, record, define, repeat, name, match, identify, specify
		SENTENCE STARTERS: What _? When _? Where _? List the three_ . Define__. Select __. Which one __? Can you recall __? *(Memory of material previously learned. Recall. Prior knowledge of facts, basic concepts, and information.)*

Bloom's Taxonomy Chart (revised '08)