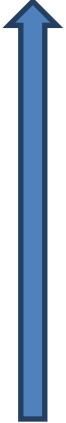


Bloom's Critical Thinking Cue Questions

Cue Questions Based on Blooms' Taxonomy of Critical Thinking

LOWER-ORDER THINKING SKILLS (BASIC THINKING) 3. APPLYING (Using learned knowledge in new situations or to solve a real life problem) • How would you use ...? • What examples can you find to ...? • How would you solve _____ using what you have learned ...? • How would you organize _____ to show ...? • How would you show your understanding of ...? • What approach would you use to ...? • How would you apply what you learned to develop ...? • What other way would you plan to ...? • What would result if ...? • How can you make use of the facts to ...? • What elements would you choose to change ...? • What facts would you select to show ...? • What questions would you ask in an interview with...?	HIGHER-ORDER THINKING SKILLS (ABSTRACT THINKING) 6. CREATING (Putting ideas together to form a new and different whole) • What changes would you make to solve ...? • How would you improve ...? • What would happen if ...? • How can you elaborate on the reason ...? • What alternative can you propose ...? • How can you invent ...? • How would you adapt _____ to create a different ...? • How could you change (modify) the plot (plan) ...? • What could be done to minimize (maximize) ...? • What way would you design ...? • What could be combined to improve (change) ...? • How would you test or formulate a theory for ...? • What would you predict as the outcome of ...? • How can a model be constructed that would change ...? • What is an original way for the ...?
2. UNDERSTANDING (Comprehension; Explaining the meaning of information) • How would you classify the type of ...? • How would you compare ...? contrast ...? • How would you rephrase the meaning ...? • What facts or ideas show ...? • What is the main idea of ...? • Which statements support ...? • How can you explain what is meant ...? • What can you say about ...? • Which is the best answer ...? • How would you summarize ...?	5. EVALUATING (Making judgments about the merits of ideas, materials, or phenomena <u>based on criteria</u>) • Why do you agree with the actions? The outcomes? • What is your opinion of ...? (Must explain why) • How would you prove ...? disprove ...? • How can you assess the value or importance of ...? • What would you recommend ...? • How would you rate or evaluate the ...? • What choice would you have made ...? • How would you prioritize ...? • What details would you use to support the view ...? • Why was it better than ...?
1. REMEMBERING INFORMATION (Knowledge; recalling facts and information) • What is ...? • How is ...? • Where is ...? • When did _____ happen? • How did _____ happen? • How would you explain ...? • How would you describe ...? • What do you recall ...? • How would you show ...? • Who (what) were the main ...? • What are three ...? • What is the definition of...? 	4. ANALYZING (Breaking down a whole into component parts; Examining critically) • What are the parts or features of ...? • How is _____ related to ...? • Why do you think ...? • What is the theme ...? • What motive is there ...? • What conclusions can you draw ...? • How would you classify ...? • How can you identify the different parts ...? • What evidence can you find ...? • What is the relationship between ...? • How can you make a distinction between ...? • What is the function of ...? • What ideas justify ...? 