



Hillcross Primary School

Parent Information on
Higher Order Questioning
Blooms & Anderson's Taxonomy

The students of the future should be able to:

- Solve problems
- Think creatively
- Think critically
- Make decisions
- Generate new ideas
- Analyse information
- Plan for the future



How Is Questioning Used in School?



- Blooms/Anderson's Taxonomy Higher Order Questioning is used to plan lessons and has been observed across the school. But do the children really understand what each level means? The activities that relate to this thinking and can they explain the terms?
- This year we will be having a whole school focus each half term on each level of the questioning pyramid.
- We will launch with an assembly and then through teaching and learning opportunities staff will emphasise that level, explain what it means, teach the verbs related to this thinking and collect examples of activities and tools that help us show this.

Why use Bloom's taxonomy?

- To write and revise the children's learning objectives
- To help with curriculum planning
- Helps us to identify skills from simple to most difficult
- Effectively aligns objectives to assessment techniques and standards
- Incorporates knowledge to be learned (knowledge dimension) and cognitive process to learn
- Facilitate questioning (oral language = important role within framework)



Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Remembering

The learner is able to recall, restate and remember learned information

- Describing
- Finding
- Identifying
- Listing



- Retrieving
- Naming
- Locating
- Recognising

Can children recall information?

Understanding

The learner grasps meaning of information by interpreting and translating what has been learned

- Classifying
- Comparing
- Exemplifying
- Explaining



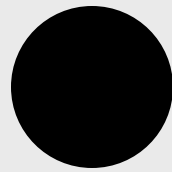
- Inferring
- Interpreting
- Paraphrasing
- Summarizing

Can children explain ideas or concepts?

Applying

The learner makes use of information in a context different from the one in which it was learned

- Implementing
- Carrying out



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- Using
- Executing

Can children use the information in another familiar situation?

Analyzing

The learner breaks learned information into its parts to best understand that information

- Attributing
- Comparing
- Deconstructing
- Finding



- Integrating
- Organising
- Outlining
- Structuring

Can children break information into parts to explore understandings and relationships?

Evaluating

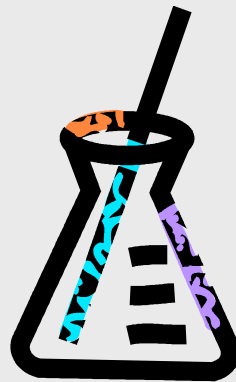
The learner makes decisions based on in-depth reflection, criticism and assessment

– Checking

– Critiquing

– Detecting

– Experimenting



– Hypothesising

– Judging

– Monitoring

– Testing

*Can children justify a decision or
a course of action?*

Creating

The learner creates new ideas and information using what previously has been learned

- Constructing
- Designing
- Devising
- Inventing



- Making
- Planning
- Producing

Can children generate new products, ideas, or ways of viewing things?

Questioning . . .

- Lower level questions—remembering, understanding & lower level applying levels
- Lower level questions
 - Evaluate children’s preparation and comprehension
 - Diagnose children’s strengths and weaknesses
 - Review and/or summarizing content

Questioning . . .

- Higher level questions require complex application, analysis, evaluation or creation skills
- Higher level questions
 - Encourage children to think more deeply and critically
 - Facilitate problem solving
 - Encourage discussions
 - Stimulate children to seek information on their own