

Cognitive Domain Questions

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Ability to recall information	Ability to interpret information	Ability to apply information in a new situation	Ability to break down information and show relationships	Ability to bring together information to solve a problem	Making judgments based on criteria
Verbs:	Verbs:	Verbs:	Verbs:	Verbs:	Verbs:
Remember	summarize	Apply	Diagram	Categorise	Appraise
Memorize	compare	Adapt	Differentiate	Combine	Assess
Recognize	contrast	Choose	Calculate	Compose	Choose
Recall	distinguish	Demonstrate	Discriminate	Design	Judge
identify	estimate	Illustrate	Compare	Formulate	Predict
define	extend	Construct	Contrast	Manage	Rate
describe	classify	simulate	Select	Reorganize	Support
list	paraphrase		Explain	create	Justify
examine	locate		Evaluate		
Questions:	Questions:	Questions:	Questions:	Questions:	Questions
What are the steps involved in?	How is it related to?	Would this concept work in...?	What are the parts or features of...?	What would you predict/infer from...?	Do you agree tha...?
What are the three main points of?	How is it an example of?	Is this argument supported by the data?	How would you classify...according to...?	What ideas can you add to...?	What do you think about?
	What qualities differentiate?	Can you illustrate how this principle...?	How does...compare or contrast with ...?	How would you design a new ...?	What is the most important...?
	Describe in your own words	What would happen if...?	What evidence can you give for...?	What might happen if you combined...?	Which of these has a higher priority?
	What themes do you see?		What was his motive?	How might...have turned out if...?	How sould you decide about...?
	What are the three main principles behind?		Why have these changes occurred?	What solutions would you suggest for...?	What criteria would you use to...?
				What advice would you give to...?	Which option would be the most effective?

This chart is an adaptation of materials found in Benjami S. Bloom, ed. *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain* (New York, Longman, 1956). For a similar summary of affective domain questions, see David R. Krathwohl, et al., *Taxonomy of Educational Objectives, Handbook II: Affective Domain* (New York, Longman, 1964).

Socratic Questioning Prompts						
Seek Clarification	Initial Questions	Probe Assumption	Probe Reasons and Evidence	Probe Origins or Sources	Probe Implications or consequences	Probe Viewpoints or Perspectives
What do you mean by...?	How can we find out?	What are you assuming?	Can yo give an example?	Where did you get this idea?	What are youy implying by that?	How would other groups respond?
What is your main point?	What does this question assume?	What could we assume instead?	Can you explain your reason for this?	Have you been influence in this by the media?	What effect would that have?	How would you answer the objection that >>> makes?
How does it relate to..?	Would Have put it differently?	You seem to be assuming... Do I understand you correctly?	Are those reasons adequate?	What casued you to feel this way?	What is an alternative	Can yousee this in another way?
Can you put it another way?	Can we break this question down at all?	How do you justify taking this for granted?	Do you have any evidence for that?	What might underlie your reasoning here?	If this is the case, what else must be true?	What would someone who disagrees say?
What do you think the main issue is here?	Does this question lead to other questions?	Is this always the case?	How can we find out if that is true?			
Let me see if I understand you. Do you mean...?		What assumptions do you think hold here?				
Can you summarize in your own words?						
Is that what you mean?						
Can you give me an example?						
Can you explain that further?						

Selected from a list compiled by Richard Paul, in *Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World* (Rohnert Park, CA: Center for Critical Thinking and Moral Critique, 1990)