**Blooms Taxonomy for ELL Students**

![Caption: Terminology changes "The graphic is a representation of the NEW verbage associated with the long familiar Bloom's Taxonomy.   Note the change from Nouns to Verbs [e.g., Application to Applying] to describe the different levels of the taxonomy.  Note that the top two levels are essentially exchanged from the Old to the New version." (Schultz, 2005)  (Evaluation moved from the top to Evaluating in the second from the top, Synthesis moved from second on top to the top as Creating.) Source: http://www.odu.edu/educ/llschult/blooms_taxonomy.htm ]()

**1. Remembering** is defined as remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

**Verbs**: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.

While even our newcomer ELL students need to be challenged in higher order thinking skills, this level of questioning is what is most frequently used when teaching ELLs, especially for students in pre-production and beginning production levels of English language acquisition. Responses to some of the questions can be made using yes/no or embedded questions. Pictures, drawings, and realia (real life objects) will help students give the correct answer. Responses to these questions are generally right in the text. Here are some questions and directions you might ask:

**Level 1**

* Which one \_\_\_\_\_?
* Point to where \_\_\_\_\_\_\_.
* Show me how to \_\_\_\_\_\_\_.
* Label the parts of \_\_\_\_\_\_\_.
* Repeat the \_\_\_\_\_\_.
* Arrange the pictures to show \_\_\_\_\_.

**Level 2**

* When did \_\_\_\_\_ happen?
* How is\_\_\_\_\_?
* Can you tell three \_\_\_\_\_?
* Who was the person who \_\_\_\_\_\_\_?
* Using your textbook, list the reasons that\_\_\_\_\_\_.

**Level 3**

* What did \_\_\_\_\_\_ do when \_\_\_\_\_\_?
* How would you show…?
* Write five sentences telling me how to \_\_\_\_\_.

**Levels 4 & 5**

* Describe the setting.
* Describe where \_\_\_\_\_\_\_ lived.
* Define \_\_\_\_\_\_ in your own words.

**2. Understanding** is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

**Verbs**: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

This level shows that the student has understood the facts and can interpret them. With this level, ask students to compare, contrast, illustrate, and classify. This can be done with oral questions and graphic organizers such as Venn Diagrams and T-charts.

**Level 1**

* Make a drawing to show how \_\_\_\_\_\_\_\_.
* Find a picture in the book that shows \_\_\_\_\_\_\_\_\_\_.
* Draw two pictures to contrast \_\_\_\_\_\_ and \_\_\_\_\_\_\_.
* Point to the \_\_\_\_\_\_.
* Translate the vocabulary words into your first language.

**Level 2**

* Use your word bank to compare \_\_\_\_\_\_ to \_\_\_\_\_\_.
* What is meant by...?
* Tell me which \_\_\_\_\_\_\_.
* Place these sentences in sequential order.

**Level 3**

* Look at the picture. Explain what happened before the picture and after the picture.
* Explain why the story has the title that it does.
* Why did \_\_\_\_ happen?
* Explain what is happening when the author says...
* Retell the story.
* Write two or three sentences telling why \_\_\_\_\_\_ is different from \_\_\_\_\_.

**Levels 4 & 5**

* How did \_\_\_\_\_ feel about \_\_\_\_\_?
* Summarize what the story was about.
* How would you compare \_\_\_\_\_?
* What is the main idea of \_\_\_\_\_?
* How would you contrast \_\_\_\_\_?
* Explain how to \_\_\_\_\_

**3. Applying** refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

**Verbs**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

Students are learning to solve problems by using previously learned facts in a different way. ELLs might need scaffolding and word banks to build, choose, construct, develop, organize, plan, select, solve, and identify.

**Level 1**

* Draw pictures comparing and contrasting \_\_\_\_\_
* Solve the following problem using the example given.
* Look at the pictures and choose the one that correctly \_\_\_\_\_.

**Level 2**

* If you had to cook a meal for \_\_\_\_\_, what would you make?
* What would you do if you could go to the place where \_\_\_\_\_ lived?
* What examples can you find to support \_\_\_\_\_?
* What questions would you ask \_\_\_\_\_ if you had the opportunity?
* List the ways that you could \_\_\_\_\_
* Tell me one reason that \_\_\_\_\_\_\_\_ did \_\_\_\_\_\_.

**Level 3**

* What questions would you ask if...?
* What would result if...?
* Think of a situation where \_\_\_\_\_\_\_\_ and tell what you would have done
* How would you \_\_\_\_\_ if you \_\_\_\_\_\_\_?
* Write three reasons why \_\_\_\_\_\_.

**Levels 4 & 5**

* Using what you know, how would you solve \_\_\_\_\_?
* Compare and contrast \_\_\_\_
* Write a different ending to the story.
* Write a paragraph explaining
* why\_\_\_\_\_.

**4. Analyzing** refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

**Verbs**: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

At this level lower levels of ELL students may not have enough vocabulary and language to express responses in English. The tasks at this level that English language learners will be able to complete with some teacher scaffolding are: classify, contrast, compare, categorize, sequence.

**Level 1**

* How would you categorize...? (picture responses)
* How would you classify...? (picture responses)
* Look at the words in the word bank that describe \_\_\_\_\_\_\_\_. Write the words in your journal.
* Draw a picture depicting the theme of this story.
* How is \_\_\_\_ related to \_\_\_\_\_? (Draw response or act out the response)
* Sequence these pictures. (This could be pictures of the story plot, the water cycle, processing steps in a math problem, etc.)

**Level 2**

* Re-title this story.
* How would you categorize...? (short answers or simple sentences)
* How would you classify...? (short answers or simple sentences)
* Look at the words in the word bank that describe \_\_\_\_\_\_\_\_. Write the words in your journal.
* How do we know \_\_\_\_\_\_\_? Find examples in your textbook.
* What conclusions can you draw about \_\_\_\_\_? (Single word or short phrase responses)
* Tell me the theme of this story (short phrases)
* How is \_\_\_\_ related to \_\_\_\_\_? (short phrases)
* Place these sentences in sequential order.

**Level 3**

* How would you categorize...? (3-5 sentence explanation)
* How would you classify...? (short answers or simple sentences)
* Distinguish between two facts and two opinions.
* What was the funniest part of the selection? Most exciting? Saddest?
* What evidence can you find?
* What is the relationship between...?
* How would you categorize...?
* How would you classify...?
* Look at the words in the word bank that describe \_\_\_\_\_\_\_\_. Write 3-5 sentences in your journal describing \_\_\_\_\_.
* What conclusions can you draw about \_\_\_\_\_? (3-5 sentence response)
* Tell me the theme of this story. (3-5 sentence response)
* How is \_\_\_\_ related to \_\_\_\_\_? (3-5 sentence response)
* Write sentences explaining the sequential order of \_\_\_\_\_.

**Levels 4 & 5**

* How would you categorize...? (detailed explanation)
* How would you classify...? (short answers or simple sentences)
* What inferences can you make about...?
* What ideas justify...?
* How would you categorize...?
* How would you classify...?
* Look at the words in the word bank that describe \_\_\_\_\_\_\_\_. Give a detailed description of \_\_\_\_\_.
* What conclusions can you draw about \_\_\_\_\_? (Detailed response)
* Tell me the theme of this story. (Detailed response)
* How is \_\_\_\_ related to \_\_\_\_\_? (Detailed response)
* Explain how to \_\_\_\_\_\_\_\_ in its order of sequence.

**5. Evaluating** is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.

**Verbs**: appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.

Questions at this level of Bloom’s taxonomy can be modified so that the langue is simplified but the task remains the same. English language learners can learn to give opinions, make judgments about the action in a story and evaluate the work of an author. The vocabulary usually associated with evaluation may need to be simplified. Here are some questions ELLs would be able to answer with some scaffolding by the teacher.

**Level 1**

* Would you recommend \_\_\_\_\_? (Yes or No response)
* Point to the \_\_\_\_\_\_ that you like better.
* If you had to \_\_\_\_\_\_\_\_ would you do this? Or this? (Show pictures)
* Rate from 1-5 the \_\_\_\_\_\_.

**Level 2**

* Would you recommend \_\_\_\_\_? (Simple sentence response)
* Would it be better if \_\_\_\_\_?
* What choice would you have made about \_\_\_\_\_?
* Do you agree with the actions of \_\_\_\_\_?
* What do you think will happen next?
* If you had to \_\_\_\_\_\_\_\_ would you do this? Or this? (Simple sentence response)

**Level 3**

* Would you recommend \_\_\_\_\_? Why or why not? (2-3 sentence response)
* What data was used to make the conclusion?
* How would you explain...?
* Why was it better that \_\_\_\_\_?
* How could you determine \_\_\_\_\_?
* Do you think \_\_\_\_\_\_ was correct? Why or why not?
* What would you do if \_\_\_\_\_? (Write 2-3 sentences.)

**Levels 4 & 5**

* Would you recommend \_\_\_\_\_? Why or why not? (paragraph response)
* What is your opinion of...?
* Compare two characters in the selection. Which was a better person? Why?
* Which character would you most like to spend the day with?
* What would you do if \_\_\_\_\_? Why? (Paragraph length responses)

**6. Creating** refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

**Verbs**: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

At this level students are compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. ELLs will need teacher support and scaffolding to answer questions at level 5. Synthesis is particularly difficult for ELLs. Students may be able to choose, combine, create, design, develop, imagine, make up, predict, solve, and change.

**Level 1**

* Draw a picture showing how you think the story will end.
* Create a \_\_\_\_\_\_ that shows \_\_\_\_\_\_.
* Design a \_\_\_\_\_\_ that will \_\_\_\_\_\_\_.
* Draw a pattern that shows the relationship between \_\_\_\_ and \_\_\_\_\_.

**Level 2**

* Using your textbook, what facts could you compile about...?
* Can you predict the outcome of...?
* Suppose you could\_\_\_\_\_; what would you do?
* How could you change the plot?
* What would happen if...?
* What changes would you make to...?
* How would you improve...?

**Level 3**

* Can you predict the outcome of...?
* Suppose you could\_\_\_\_\_; what would you do?
* How could you change the plot?
* What would happen if...?
* What changes would you make to...?
* How would you improve...?
* How would you rewrite the ending of the story?
* How would you rewrite the selection from \_\_\_\_\_’s point of view?
* Can you elaborate on the reason? (3-5 sentence response)
* How would you change \_\_\_\_\_? (3-5 sentence response)

**Levels 4 & 5**

* Can you predict the outcome of \_\_\_\_\_?
* Suppose you could\_\_\_\_\_; what would you do?
* How could you change the plot?
* What would happen if \_\_\_\_\_?
* What changes would you make to \_\_\_\_\_?
* How would you improve \_\_\_\_\_?
* How would you rewrite the ending of the story?
* How would you rewrite the selection from \_\_\_\_\_’s point of view?
* Can you elaborate on the reason?
* Invent another character for the story. What would that person look like? How would she or he act? How would he or she handle the problem? How would he or she interact with the other characters?
* Plan a party for the characters in the story (the historical figures we are studying, etc.). Who would you invite to the party? Where would you seat each guest? What do you think they would talk about?

**References:**

Haynes, Judy, “Blooms taxonomy and English Language Learners”, everythingESL.net,

<http://www.everythingesl.net/inservices/blooms_taxonomy_language_learn_16902.php>

Haynes, Judy, “Stages of second language acquisition”, everythingESL.net, <http://www.everythingesl.net/inservices/language_stages.php>