How to use this chart

1. Locate your base camp. - Determine student's current level: How has your student fully addressed the discussion board prompt or other student's post?
   - If not, you may need to ask low-level questions of your student to gauge understanding. If your student has demonstrated factual or conceptual understanding of the prompt, consider which cognitive process level or past examples.

2. Accrete to each higher altitude to avoid sickness. - Progress steadily through each cognitive process level. While you ideally want students to reach the pinnacle of Bloom's revised taxonomy (the Create level), it is important to consider the incremental steps along the way that support student growth and learning. Asking questions that solidify a student's foundation while challenging them one step further supports sustained and lasting learning. Keep in mind that it is ideal to move through all subsequent levels incrementally to avoid creating a cognitive overload for your students.

3. Select the appropriate equipment for the next ascent. - Match the question type to the student's next goal. Review the question type associated with the large level. Create your question, chaining on the actions that are connected to that level of cognition.

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**CREATE**

Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating new meaning or structure.

**EVALUATE**

Make judgments about the value of ideas or materials. Determine the most appropriate procedure for a given situation.

**ANALYZE**

Separates material or concepts into parts so that their organizational structure may be understood. Understand component pieces of subject.

**AP**

Use a concept in a new situation or unprompted use of an abstraction. Identify how the topic/subject can be implemented in practice.

**UNDERSTAND**

Comprehending the meaning, translation, and interpretation of instructions and problems. State a problem in one's own words.

**REMEMBER**

Recall or retrieve previous learned information. Probe to ensure clarity of the topic.

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**Challenge**

Studies synthesis and summarizes discussion board concepts, expresses original positions. Climbing: Ask questions to challenge assumptions, conclusions, or interpretations of ideas, actions, hypotheses, or evidence.

**Summary**

Student shows evaluation of concepts. Climbing: Ask questions to elicit synthesis, summary, recognition, or revision of original position.

**Action**

Student displays ability to relay themes. Climbing: Ask questions that encourage student to compare and contrast themes, ideas, and learn to tease out relationships between concepts.

**Diagnostic**

Student shows understanding of the abstract concept. Climbing: Ask questions to foster probing inquiries or issues, identify the chain of events, or distinguish contributing elements within a problem, digging into the details.

**Hypothetical**

Student understands the concepts in concrete terms. Climbing: Ask questions to suggest change in the facts & issues to apply the concept to different scenarios.

**Cause & Effect**

Student exhibits robust understanding of the discussion prompt. Climbing: Ask questions that highlight relationships, paraphrasing or extending ideas.

**Extension**

Student demonstrates basic understanding of the larger discussion context objectives. Climbing: Ask questions that encourage providing more to display and articulate more robust comprehension.

**Priority**

Student understands a topic. Climbing: Ask questions to draw out the most significant aspects of the subject that underlines the larger concept.

**Exploratory**

Student struggles to identify all of the facts & demonstrates basic knowledge. Climbing: Ask questions to address facets of the discussion board prompt and evaluate their position within peer responder posts.