

Classroom Cards:

Open-Ended Questions for Students

Adapted from A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Outcomes: Complete Edition by Anderson, L.W., & Krathwohl, D.R. (Eds.). (2009).



About the Questions

Based on Bloom's Taxonomy, we've provided an array of open-ended questions to supplement into your routine with the children you serve. Questions are segmented according to the six major categories of Bloom's Taxonomy.

How Can You Respond Effectively?

Wait 5-10 seconds for children to think and formulate responses.

Allow children to fully answer questions without interruption.

Show that you are interested in the children's answers.

Considerations for Dual Language Learners

When possible, ask open-ended questions in a child's home language. If speaking English, begin with yes/no questions or questions that require one-word responses. Then, gradually increase complexity level as each child's English-skills develop.

Open-Ended Questions for Students

Adapted from A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Outcomes: Complete Edition by Anderson, L.W., & Krathwohl, D.R. (Eds.). (2009).



Knowledge Questions

- What happens when...?
- What happened before/after...?
- What did it look/feel/sound/taste/smell like?
- What do you remember from...?
- Describe what you know about...
- Tell me about your...
- Name all of your favorite _____.
- What did you use to make it?
- List everything you think you might find in...
- Describe to me _____ (block structure, etc.) and how you made it.

Comprehension Questions

- How do you know that...?
- What happened first, second, third, etc.?
- Tell me what happened...
- How could you say that differently?
- Name some... (shapes, animals, vegetables, etc.).
- Why do you think...?
- Which one do you have more/less of?
- How can you tell the difference between _____ and _____?
- Can you give me an example of _____?

Application Questions

- Tell me about a time when...
- Tell me how you would make/build...
- What does this make you think of?
- What do you think will happen next?
- How can we organize these?
- How can we/you find out?
- Show me what you could do with it.
- How can we solve this problem?
- What do you think will happen if...?
- How else would/could you...?

Analysis Questions

- Why is this important?
- In what ways are these different/similar?
- What do you think will happen?
- How much/many _____ will we need to ...?
- Is there anything that you would change? If so, why?
- Why do you think...?
- What comes next in the pattern of _____?
- What could we do differently next time?
- Did that ever happen to you? Tell me more about that.

Evaluation Questions

- What other ideas do you have to add?
- What other ending to the story can you come up with?
- How will you organize _____?
- What else could you do/use?
- How will you prepare for...?
- What could we have done instead?
- What's one solution to the problem?
- How could you assemble these _____ to make _____?
- Tell me how you will... (draw your picture, make your city out of blocks, etc.)

Creating Questions

- What changes would you make to...?
- How many ways can you...?
- Why did you choose... (those materials, that order, etc.)?
- How could we make the/this _____ (stronger, better, etc.)?
- How will you make a new... (design, pattern, etc.)?
- Why do you think it is important to...?
- Rank these _____ according to _____.
- How are you planning to do that?