$\bigcup_{i=1}^{n}$

Reflecting on Bloom's Taxonomy (Revised) and Mathematical Knowledge

Instructions: Use this grid to categorize questions from a lesson; then, discuss the follow-up questions.

Level of Thinking (Bloom's Taxonomy—Revised)							
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Mathematical Knowledge	Conceptual						
Mathematic	Procedural						

Questions about the coding of questions from the data-gathering tool:

- 1. What do you notice about the mathematical knowledge of questions posed in each phase of an inquiry lesson?
- 2. What do you notice about the level of thinking of questions posed in each phase of an inquiry lesson?
- 3. Which questions were most effective? Why?

Questions about the question grid:

- 4. What patterns do you notice in the question grid?
- 5. What questions might have strengthened the lesson? In other words, are there cells in the question grid that could have been asked (e.g., a conceptual question that involved application)?
- 6. What new questions might be developed in any of the cells in the question grid in preparing for the next lesson?
- 7. What might be some connections between particular levels of thinking questions and conceptual, procedural, or factual knowledge?

Source: Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014). Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12. New York, NY: Pearson Education, Inc.

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.