



## 5.10

### 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)							
Mathematical Knowledge		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
	Conceptual						
	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.