

ELLs & Special Education: Appropriate Identification, Assessment, and Eligibility Determination  
MELL Program 2006

Theresa M. Armentrout, Instructional Specialist,  
Truman State University~NE RPDC

Summary Explanation Discussion  
Report Review Puzzle Game  
Conference Lesson Describe Restate  
Paraphrase Translate Interpret Tell-in-  
your-own-words

Can the student EXPLAIN ideas or concepts?  
Sample ?s: Can you write in your own words?  
How would you explain...? Can you write a brief  
outline...? What do you think could have happened  
next...? Who do you think...? What was the main  
idea...? Illustrate the... Does everyone act in the  
way that...does? Draw a story map. What  
question are we trying to answer? What problem  
are we trying to solve? Give an example of... What  
conclusion might be drawn from...?

Map Model Diagram Illustration Interview  
Diary Chart Timeline Mobile Experiment  
Collection Learning Center Drawing  
Diorama Scrapbook Paper-Mache Clay  
creation Make a book Make a puzzle

Can the student USE the new knowledge in another  
familiar situation? Sample ?s:  
Can you write in your own words? Who do you  
think...? What was the main idea? Clarify why...  
What do you think could have happened next? What  
Approach or strategy would we use to...? What is  
wrong with...?

2.  
Comprehension  
or Understanding

3. Application  
or Apply

Bloom's  
Bloom

Adapted by  
Theresa Armentrout, MELL  
K-12 SpEd-ELL Training

1. Knowledge  
or Remember

6. Evaluation  
or Evaluate

5. Synthesis  
or Create

4. Analysis  
or Analyze

Graph Diagram Survey Chart Mind-map  
Plan questionnaire Attributes Research  
paper Outline Goals/Objectives Dissect  
Sort Take apart Categorize Distinguish  
Organize Compare/Contrast

Can the student DIFFERENTIATE between  
constituent parts? Sample ?s: How is...similar  
to...? What do you see as other possible outcomes?  
Why did...changes occur? Can you explain what  
must have happened when...? What are some of the  
problems of...? Can you distinguish between...?  
What was the turning point? Find the pattern. What  
is the main idea? What evidence supports...?What  
was the author's intent? Which events could not  
have happened?

Summary Explanation Review Game  
Conference Discussion Report Puzzle  
Lesson Describe Paraphrase Interpret  
Translate Tell in your own words Infer

Can the student GENERATE new products, ideas  
or way of viewing things? Sample ?s: Can you  
design a...to...? Can you see a possible solution  
to...? If you had access to all resources, how  
would you deal with...? Why don't you devise your  
own way to...? What would happen if...? How  
many ways can you...? Can you create new and  
unusual uses for...? Can you develop a proposal  
which would...? How would you test...? Propose  
an alternative. How else would you? Imagine-what  
if...? How might we prove or confirm?

Chart Worksheet Recitation List Facts  
Lecture Definition Interpret Exemplify  
Explain Demonstrate Translate  
Summarize Compare Infer Classify

Can the student RECALL information? Sample  
?s: What happened after...? How many...? What  
is...? Who was it that...? Can you name...? Find  
the meaning of...? Describe what happened  
after...? Who spoke to...? Which is true  
or false...? Identify who...? Name all the... Who?  
What? When? Where? How much? Which one?  
List Match Name

Song Play Diorama Film Mural  
Story Poem Formula Newspaper  
Puppet-Show Invention Art-Product  
Solution Design Advertisement Change  
Create Revise Modify Suggest Combine  
Compose Discover Visualize

Can the student JUSTIFY a decision or course of  
action? Sample ?s: Is there a better solution to...?  
Judge the value of... What do you think about...?  
Can you defend your position about...? Do you  
think...is a good/bad thing? How would you have  
handled...? What changes would you  
recommend? Do you believe...? How would you  
feel if...? How effective are...? Which is more  
important? Which is more valid? What are the  
inconsistencies?

Adapted from the following resources:

- ❖ Taxonomy circle by Barry Ziff, Structure of the Intellect Web (Guilford)
- ❖ Bloom's(1956) Revised Taxonomy by Michael Pohl for the QSITE Higher-Order Thinking Skills Online Course 2000
- ❖ AEL, 2003; adapted from QUILT Teacher Manual