

Knowledge of Bloom's Taxonomy Practice Test 1

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Why the Taxonomy Was Created

Q1. In which year was Bloom's original Taxonomy of Educational Objectives first published?

- (A) 1948
- (B) 1956
- (C) 1962
- (D) 1975

Q2. Who is generally credited as the editor and lead author of the original taxonomy handbook?

- (A) Robert Gagne
- (B) Lev Vygotsky
- (C) Benjamin S. Bloom
- (D) Jerome Bruner

Q3. The original taxonomy was mainly developed by a group of people working in which role?

- (A) School inspectors
- (B) College examiners
- (C) Textbook publishers
- (D) Curriculum sales agents

Q4. What was the main practical problem that led to the creation of Bloom's taxonomy?

- (A) Teachers in colleges refused to set any examinations at all because they doubted whether testing could measure learning fairly
- (B) Schools had no textbooks for science subjects
- (C) Examiners lacked a common language for classifying educational objectives and test items
- (D) Students could not read examination papers

Q5. The full title of the 1956 handbook referred to which domain?

- (A) The cognitive domain
- (B) The affective domain
- (C) The psychomotor domain
- (D) The social domain

Q6. Which of the following best describes what a taxonomy is in education?

- (A) A list of compulsory topics for one grade, arranged term by term for teachers to follow in class
- (B) A method of marking answer scripts
- (C) A timetable for school examinations
- (D) A classification system that arranges objectives from simple to complex

Q7. The original taxonomy was intended to help teachers do all of the following EXCEPT:

- (A) Write clearer learning objectives
- (B) Plan lessons at different levels of thinking
- (C) Check whether tests cover more than recall
- (D) Replace all classroom teaching with written tests

Q8. Why did Bloom's committee begin its work in the late 1940s?

- (A) To abolish university entrance examinations
- (B) To introduce multiple-choice tests in primary schools
- (C) To standardise school uniforms across states
- (D) To improve communication among examiners about what tests measured

Q9. The original taxonomy classified educational objectives mainly according to:

- (A) The age of the learner only, without reference to the subject matter or the kind of learning intended
- (B) The kind of behaviour or learning the objective required
- (C) The subject being taught only
- (D) The length of the lesson

Q10. Which statement best captures the purpose of classifying objectives?

- (A) It guarantees that every student will pass the examination regardless of effort, preparation or prior knowledge
- (B) It removes the need for lesson planning
- (C) It makes all subjects equally difficult
- (D) It helps teachers match teaching and testing to the intended level of learning

Q11. Bloom's original work is best described as a taxonomy of:

- (A) Educational objectives
- (B) Teaching methods
- (C) School buildings
- (D) Student personalities

Q12. Which of the following was a key influence on the original taxonomy's design?

- (A) The invention of the computer and its later use for scoring large numbers of examination papers
- (B) The need to classify examination questions by the thinking they demanded
- (C) The growth of distance learning by radio
- (D) The introduction of school lunch programmes

Q13. The original taxonomy was published as a handbook for people concerned with:

- (A) School sports coaching
- (B) Library management
- (C) School transport
- (D) Educational objectives and assessment

Q14. In the original taxonomy, the levels were presented as:

- (A) A random list with no order at all
- (B) A hierarchy from simpler to more complex cognitive processes
- (C) A circle with no starting point
- (D) A set of unrelated skills of equal difficulty

Q15. Which idea is central to the original taxonomy's view of learning?

- (A) Memorisation is the only real learning
- (B) Thinking skills cannot be taught at all
- (C) Higher levels of thinking build on lower levels
- (D) All objectives are equally complex

The Three Learning Domains

Q16. Which domain of learning deals mainly with knowledge, thinking and intellectual skills?

- (A) The affective domain
- (B) The cognitive domain
- (C) The psychomotor domain
- (D) The behavioural domain

Q17. Which domain deals mainly with attitudes, feelings, values and interests?

- (A) The cognitive domain
- (B) The psychomotor domain
- (C) The physical domain
- (D) The affective domain

Q18. Which domain deals mainly with physical movement, coordination and motor skills?

- (A) The cognitive domain
- (B) The psychomotor domain
- (C) The affective domain
- (D) The moral domain

Q19. A student who develops respect for honest reporting of results is showing learning mainly in which domain?

- (A) The cognitive domain
- (B) The affective domain
- (C) The psychomotor domain
- (D) The linguistic domain

Q20. A student who learns to use a microscope steadily and accurately is showing learning mainly in which domain?

- (A) The cognitive domain
- (B) The affective domain
- (C) The verbal domain
- (D) The psychomotor domain

Q21. A student who can explain why seasons change is showing learning mainly in which domain?

- (A) The affective domain
- (B) The cognitive domain
- (C) The psychomotor domain
- (D) The social domain

Q22. Which of the following is an example of an affective objective?

- (A) Learners will state the formula for speed correctly and recall the units used for distance and time
- (B) Learners will show willingness to listen to opposing views in a debate
- (C) Learners will draw a labelled diagram of the heart
- (D) Learners will measure length with a ruler

Q23. Which of the following is an example of a psychomotor objective?

- (A) Learners will define the term photosynthesis
- (B) Learners will compare two political systems
- (C) Learners will perform a dance sequence with correct timing and balance
- (D) Learners will appreciate a poem

Q24. How many domains did Bloom's original framework recognise in total?

- (A) Three
- (B) Two
- (C) Four
- (D) Six

Q25. Which domain received the most detailed treatment in the 1956 handbook?

- (A) The affective domain
- (B) The cognitive domain
- (C) The psychomotor domain
- (D) All three equally in that volume

Q26. Which pair correctly matches a domain with its focus?

- (A) Cognitive: physical coordination
- (B) Psychomotor: attitudes and interests
- (C) Affective: feelings and values
- (D) Affective: memorising facts

Q27. A lesson objective that asks learners to cooperate fairly in group work belongs mainly to which domain?

- (A) The cognitive domain
- (B) The psychomotor domain
- (C) The affective domain
- (D) The testing domain

Q28. A teacher who wants learners to both know a safety rule and handle equipment safely is addressing which domains?

- (A) Cognitive and psychomotor
- (B) Affective only
- (C) Cognitive only
- (D) Psychomotor only

Q29. Which statement about the three domains is most accurate?

- (A) Each lesson can belong to only one domain
- (B) The affective domain is irrelevant to school learning
- (C) The psychomotor domain applies only to sports
- (D) Real classroom learning in most subjects involves more than one domain at once, even when one domain is emphasised

Q30. In the original taxonomy, Synthesis was best described as:

- (A) Recalling facts and terms exactly as learned
- (B) Explaining material in one's own words
- (C) Putting parts together to form a new whole, such as a plan or a composition
- (D) Judging material against stated criteria

The Original Six Cognitive Levels

Q31. In the original taxonomy, the second cognitive level was called:

- (A) Comprehension
- (B) Knowledge
- (C) Analysis
- (D) Synthesis

Q32. In the original taxonomy, the third cognitive level was called:

- (A) Application
- (B) Comprehension
- (C) Evaluation
- (D) Synthesis

Q33. In the original taxonomy, the fourth cognitive level was called:

- (A) Analysis
- (B) Application
- (C) Evaluation
- (D) Knowledge

Q34. In the original taxonomy, the fifth cognitive level was called:

- (A) Synthesis
- (B) Evaluation
- (C) Analysis
- (D) Application

Q35. In the original taxonomy, the highest cognitive level was called:

- (A) Evaluation
- (B) Synthesis
- (C) Analysis
- (D) Comprehension

Q36. Which order correctly lists the original six cognitive levels from lowest to highest?

- (A) Comprehension, Knowledge, Application, Analysis, Evaluation, Synthesis
- (B) Knowledge, Application, Comprehension, Synthesis, Analysis, Evaluation
- (C) Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
- (D) Knowledge, Comprehension, Analysis, Application, Evaluation, Synthesis

Q37. A question that asks learners to recall the capital of a country is mainly at which original level?

- (A) Analysis
- (B) Knowledge
- (C) Synthesis
- (D) Evaluation

Q38. A question that asks learners to explain a passage in their own words is mainly at which original level?

- (A) Comprehension
- (B) Knowledge
- (C) Synthesis
- (D) Evaluation

Q39. A question that asks learners to use a formula to solve a new problem is mainly at which original level?

- (A) Knowledge
- (B) Comprehension
- (C) Application
- (D) Evaluation

Q40. A question that asks learners to identify the causes behind an event is mainly at which original level?

- (A) Analysis
- (B) Knowledge
- (C) Comprehension
- (D) Application

Q41. A question that asks learners to write an original story using a given theme is mainly at which original level?

- (A) Synthesis
- (B) Knowledge
- (C) Comprehension
- (D) Application

Q42. A question that asks learners to judge which of two plans is better and give reasons is mainly at which original level?

- (A) Knowledge
- (B) Evaluation
- (C) Application
- (D) Analysis

Q43. Which original level is most closely linked to the verb 'define'?

- (A) Analysis
- (B) Synthesis
- (C) Evaluation
- (D) Knowledge

Q44. Which original level is most closely linked to the verb 'summarise'?

- (A) Comprehension
- (B) Knowledge
- (C) Synthesis
- (D) Evaluation

Q45. Which original level is most closely linked to the verb 'demonstrate' in a new situation?

- (A) Knowledge
- (B) Comprehension
- (C) Evaluation
- (D) Application

Order, Hierarchy and Classroom Use

Q46. In the original hierarchy, a learner is assumed to need Knowledge before reaching:

- (A) Evaluation only, but not other levels
- (B) Synthesis only, but not other levels
- (C) Comprehension
- (D) No other level at all

Q47. Why is Evaluation placed above Synthesis in the original taxonomy?

- (A) Because evaluation questions are always shorter and therefore easier for examiners to mark quickly
- (B) Because synthesis was considered a form of recall
- (C) Because judging a creation was seen as requiring criteria and weighing evidence, beyond producing it
- (D) Because evaluation was the first level taught in schools

Q48. A test made up only of Knowledge questions would be criticised for:

- (A) Being too long for students to finish
- (B) Using too many diagrams
- (C) Sampling only the lowest level of thinking
- (D) Covering too many subjects at once

Q49. Which classroom practice best reflects the original taxonomy's intent?

- (A) Setting only recall questions for every test, even when the syllabus aims at understanding and judgement
- (B) Teaching facts without ever asking for explanations
- (C) Avoiding judgement questions in all subjects
- (D) Writing objectives and questions across several levels, not recall alone

Q50. A teacher says, 'Learners will recall, explain, use, break down, combine and judge material.' This sequence follows:

- (A) The original six levels in order
- (B) The revised levels in reverse order
- (C) The three domains in order
- (D) A random list of verbs

Q51. Which of the following objectives is at a HIGHER original level than Application?

- (A) Learners will analyse the arguments in an editorial
- (B) Learners will apply the rule to a new example
- (C) Learners will state the rule from memory
- (D) Learners will explain the rule in their own words

Q52. Which of the following objectives is at a LOWER original level than Analysis?

- (A) Learners will synthesise a new proposal
- (B) Learners will evaluate a policy
- (C) Learners will comprehend a short passage
- (D) Learners will create a new model

Q53. If a teacher moves a lesson from recall questions to questions that ask learners to judge solutions, the teacher is moving:

- (A) From Evaluation towards Knowledge
- (B) From the psychomotor to the affective domain
- (C) From Knowledge towards Evaluation
- (D) From teaching to administration

Q54. The original taxonomy's hierarchy is best described as cumulative because:

- (A) Each level is taught in a different school year, with no connection between the skills learned in successive years
- (B) Lower levels are forgotten once higher levels are reached
- (C) Higher levels replace lower levels completely
- (D) Each higher level is assumed to include the skills of the lower levels

Q55. Which statement about the original taxonomy is FALSE?

- (A) It was designed to classify educational objectives for teachers and examiners in schools and colleges
- (B) It claimed that every student must master Evaluation before learning any facts
- (C) It arranged cognitive levels from simple to complex
- (D) It was later revised in 2001

Q56. A school that checks its examination papers against the six original levels is mainly checking:

- (A) The handwriting of the students
- (B) The number of pages in each paper
- (C) The cost of printing the papers
- (D) The balance of thinking levels sampled by the papers

Q57. Which of the following best explains why the original taxonomy is still taught to teacher trainees?

- (A) It is a law that every country must follow in exactly the same form, with no local adaptation allowed
- (B) It replaces all subject syllabuses
- (C) It guarantees higher examination scores
- (D) It gives a simple shared language for objectives, teaching and assessment

Q58. A trainee teacher who can list the six original levels in order but cannot classify a new question has shown:

- (A) Evaluation of the taxonomy
- (B) Synthesis of a new taxonomy
- (C) Knowledge of the taxonomy without application of it
- (D) Psychomotor mastery of the taxonomy

Q59. A teacher who writes objectives only at Knowledge and Comprehension levels is likely to produce tests that mainly reward:

- (A) Original research and invention
- (B) Skilled physical performance
- (C) Attitude change in learners
- (D) Memorisation and basic understanding

Q60. Which original level would a question about designing a new experiment to test a hypothesis belong to?

- (A) Knowledge
- (B) Synthesis
- (C) Comprehension
- (D) Application

Answer Key

Q1: B	Q11: A	Q21: B	Q31: A	Q41: A	Q51: A
Q2: C	Q12: B	Q22: B	Q32: A	Q42: B	Q52: C
Q3: B	Q13: D	Q23: C	Q33: A	Q43: D	Q53: C
Q4: C	Q14: B	Q24: A	Q34: A	Q44: A	Q54: D
Q5: A	Q15: C	Q25: B	Q35: A	Q45: D	Q55: B
Q6: D	Q16: B	Q26: C	Q36: C	Q46: C	Q56: D
Q7: D	Q17: D	Q27: C	Q37: B	Q47: C	Q57: D
Q8: D	Q18: B	Q28: A	Q38: A	Q48: C	Q58: C
Q9: B	Q19: B	Q29: D	Q39: C	Q49: D	Q59: D
Q10: D	Q20: D	Q30: C	Q40: A	Q50: A	Q60: B

Worked explanations for all 60 questions:

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