

Knowledge of Bloom's Taxonomy Practice Test 10

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

Classification Drills: Identify the Level

Q1. A test item asks: 'State the formula for the area of a rectangle.' This item tests which cognitive level?

- (A) Understanding, the level of explaining ideas in one's own words
- (B) Remembering, the level of recalling information as learned
- (C) Applying, the level of using learning in a new situation
- (D) Analysing, the level of breaking material into its parts

Q2. A test item asks: 'Explain why we see lightning before we hear thunder.' This item tests which cognitive level?

- (A) Remembering, the level of recalling information as learned
- (B) Applying, the level of using learning in a new situation
- (C) Creating, the level of putting elements together into something new
- (D) Understanding, the level of explaining ideas in one's own words

Q3. A test item asks: 'Use the formula for speed to find how far a car travels in two hours.' This item tests which cognitive level?

- (A) Remembering, the level of recalling information as learned
- (B) Evaluating, the level of judging against criteria
- (C) Applying, the level of using learning in a new situation
- (D) Creating, the level of putting elements together into something new

Q4. A test item asks: 'Compare the two characters in the story and explain how they differ.' This item tests which cognitive level?

- (A) Analysing, the level of breaking material into its parts and finding relationships
- (B) Remembering, the level of recalling information as learned
- (C) Understanding, the level of explaining ideas in one's own words
- (D) Creating, the level of putting elements together into something new

Q5. A test item asks: 'Judge which of the two solutions to the litter problem is better, giving reasons.' This item tests which cognitive level?

- (A) Applying, the level of using learning in a new situation
- (B) Analysing, the level of breaking material into its parts and finding relationships
- (C) Evaluating, the level of judging against criteria and defending a judgement
- (D) Remembering, the level of recalling information as learned

Q6. A test item asks: 'Design a poster that persuades people to save electricity.' This item tests which cognitive level?

- (A) Creating, the level of putting elements together into something new
- (B) Understanding, the level of explaining ideas in one's own words
- (C) Applying, the level of using learning in a new situation
- (D) Evaluating, the level of judging against criteria and defending a judgement

Q7. A pupil is asked to 'list the planets in order from the Sun'. This task is at which level?

- (A) Analysing, the level of breaking material into its parts and finding relationships
- (B) Remembering, the level of recalling information as learned
- (C) Evaluating, the level of judging against criteria and defending a judgement
- (D) Creating, the level of putting elements together into something new

Q8. A pupil is asked to 'summarise the main idea of the passage in two sentences'. This task is at which level?

- (A) Remembering, the level of recalling information as learned
- (B) Creating, the level of putting elements together into something new
- (C) Evaluating, the level of judging against criteria and defending a judgement
- (D) Understanding, the level of explaining ideas in one's own words

Q9. A pupil is asked to 'use the scale of a recipe to work out ingredient amounts for 40 pupils instead of 10'. This task is at which level?

- (A) Remembering, the level of recalling information as learned
- (B) Understanding, the level of explaining ideas in one's own words
- (C) Creating, the level of putting elements together into something new
- (D) Applying, the level of using learning in a new situation

Q10. A pupil is asked to 'identify the causes and effects in the passage about floods'. This task is at which level?

- (A) Remembering, the level of recalling information as learned
- (B) Analysing, the level of breaking material into its parts and finding relationships
- (C) Applying, the level of using learning in a new situation
- (D) Creating, the level of putting elements together into something new

Q11. A pupil is asked to 'decide whether the writer's argument is convincing, and say why'. This task is at which level?

- (A) Evaluating, the level of judging against criteria and defending a judgement
- (B) Understanding, the level of explaining ideas in one's own words
- (C) Applying, the level of using learning in a new situation
- (D) Remembering, the level of recalling information as learned

Q12. A pupil is asked to 'write an original poem about the rain'. This task is at which level?

- (A) Remembering, the level of recalling information as learned
- (B) Understanding, the level of explaining ideas in one's own words
- (C) Creating, the level of putting elements together into something new
- (D) Analysing, the level of breaking material into its parts and finding relationships

Q13. Which of the following verbs belongs to the remembering level?

- (A) Design, because it asks for an original product
- (B) Define, because it asks for recall of meaning as learned
- (C) Judge, because it asks for a decision with reasons
- (D) Compare, because it asks for differences between things

Q14. Which of the following verbs belongs to the understanding level?

- (A) Recall, because it asks for information as learned
- (B) Construct, because it asks for a new product
- (C) Rank, because it asks for order by criteria
- (D) Explain, because it asks for meaning in one's own words

Q15. Which of the following verbs belongs to the applying level?

- (A) Demonstrate, because it asks for use of learning in a fresh case
- (B) Summarise, because it asks for the main idea briefly
- (C) Criticise, because it asks for a judgement with reasons
- (D) Invent, because it asks for something wholly new

Q16. Which of the following verbs belongs to the analysing level?

- (A) Describe, because it asks for an account in one's own words
- (B) Produce, because it asks for an original work
- (C) Differentiate, because it asks for distinctions among parts
- (D) Memorise, because it asks for exact recall

Q17. Which of the following verbs belongs to the evaluating level?

- (A) Outline, because it asks for the main points briefly
- (B) Implement, because it asks for carrying out a procedure
- (C) Justify, because it asks for reasons supporting a judgement
- (D) Reproduce, because it asks for exact recall

Q18. Which of the following verbs belongs to the creating level?

- (A) Compose, because it asks for an original whole from parts
- (B) Identify, because it asks for recognition of something learned
- (C) Interpret, because it asks for meaning in one's own words
- (D) Examine, because it asks for a close look at parts

Q19. A question that asks pupils to 'give an example of friction in daily life' is at which level?

- (A) Remembering, because pupils only recall the definition of friction
- (B) Understanding, because pupils only explain friction in general
- (C) Creating, because pupils must invent a new law of physics
- (D) Applying, because pupils must use the concept in a fresh, everyday case

Q20. A question that asks pupils to 'state two differences between solids and liquids' is at which level?

- (A) Remembering, because pupils only recall a definition
- (B) Analysing, because pupils must distinguish parts and compare their features
- (C) Creating, because pupils must design a new material
- (D) Evaluating, because pupils must judge which state is better

Scenario-Based Level Identification

Q21. A teacher reads a story, then asks pupils to retell it in their own words. The retelling task is mainly at which level?

- (A) Remembering, because retelling is only exact recall of the story
- (B) Creating, because retelling produces a brand-new story
- (C) Evaluating, because retelling judges the quality of the story
- (D) Understanding, because retelling in one's own words shows grasp of meaning

Q22. A teacher shows pupils a new type of graph, then asks them to plot given data on it. The plotting task is mainly at which level?

- (A) Remembering, because pupils only recall the name of the graph
- (B) Applying, because pupils use a new procedure on fresh data
- (C) Evaluating, because pupils judge which graph is best
- (D) Creating, because pupils invent a new kind of graph

Q23. A teacher gives pupils two newspaper reports of the same event and asks which report is more biased, with evidence. This task is mainly at which level?

- (A) Remembering, because pupils only recall the events reported
- (B) Understanding, because pupils only summarise each report
- (C) Evaluating, because pupils judge bias against evidence and defend a view
- (D) Applying, because pupils only follow a set procedure

Q24. A teacher asks pupils to plan a class exhibition on healthy eating, including stalls, charts and a programme. This task is mainly at which level?

- (A) Creating, because pupils plan an original, organised whole
- (B) Remembering, because pupils only recall facts about food
- (C) Understanding, because pupils only explain healthy eating
- (D) Analysing, because pupils only compare two foods

Q25. A pupil listens carefully to a debate, then volunteers to speak in it. The volunteering step shows which affective level?

- (A) Responding, the level of active participation in an activity
- (B) Receiving, the level of awareness and attention to a stimulus
- (C) Valuing, the level of attaching personal worth to something
- (D) Characterization, the level at which values consistently guide conduct

Q26. A pupil argues that honesty matters more than winning, and persuades his team to play fairly. This shows which affective level?

- (A) Receiving, the level of awareness and attention to a stimulus
- (B) Responding, the level of active participation in an activity
- (C) Valuing, the level of attaching personal worth to something and committing to it
- (D) Perception, the level of sensory awareness before movement

Q27. A pupil practises handwriting daily until her letters are formed smoothly without thinking about each stroke. This shows which Simpson level?

- (A) Guided response, the level of learning by imitation under guidance
- (B) Complex overt response, the level of skilful, automatic performance
- (C) Set, the level of readiness before a movement begins
- (D) Perception, the level of sensory awareness before movement

Q28. A pupil changes his batting grip to suit a slower pitch. This shows which Simpson level?

- (A) Mechanism, the level of habitual performance needing some attention, during the teaching of the unit
- (B) Guided response, the level of learning by imitation under guidance
- (C) Origination, the level of creating a wholly new movement pattern, as part of normal classroom work
- (D) Adaptation, the level of modifying a learned movement for new conditions

Q29. A pupil who can state the rules of badminton but cannot serve correctly has strength in which domain and weakness in which domain?

- (A) Strength in the psychomotor domain and weakness in the cognitive domain
- (B) Strength in the affective domain and weakness in the cognitive domain
- (C) Strength in the cognitive domain and weakness in the psychomotor domain
- (D) Strength in the cognitive domain and weakness in the affective domain

Q30. A pupil who values cleanliness, joins the cleaning team, and keeps his desk tidy every day without being told shows a combination of:

- (A) Cognitive recall alone, with no affective or motor element, in the context of the topic being taught, when the lesson is delivered in class
- (B) Psychomotor skill alone, with no feeling or understanding behind it
- (C) Affective receiving alone, with no action following it, for the pupils taking part in the lesson, in ordinary classroom practice
- (D) Affective valuing and psychomotor habits, built on cognitive understanding of why cleanliness matters

Q31. A teacher's objective says pupils will 'analyse the causes of water shortage'. Her test asks pupils to list three causes from the lesson. The test is:

- (A) At the same level as the objective, because listing and analysing are identical
- (B) At a lower level than the objective, because listing is remembering rather than analysing causes
- (C) At a higher level than the objective, because listing is creating, for the class as a whole, during the teaching of the unit
- (D) Unrelated to the objective, because water shortage was not taught, in the teacher's lesson plan, as part of normal classroom work

Q32. A teacher's objective says pupils will 'create a model of the water cycle'. Her lesson only asks pupils to label a diagram. The lesson is:

- (A) At a lower level than the objective, because labelling is remembering or understanding rather than creating
- (B) At the same level as the objective, because labelling and creating are identical, in the context of the topic being taught
- (C) At a higher level than the objective, because labelling is evaluating
- (D) Unrelated to the objective, because the water cycle was not taught, as part of the planned learning for the term

Q33. In the original 1956 Bloom's taxonomy, the order of the top three levels was:

- (A) Analysis, evaluation, synthesis, with synthesis at the top
- (B) Analysis, synthesis, evaluation, with evaluation at the top
- (C) Evaluation, synthesis, analysis, with analysis at the top
- (D) Synthesis, analysis, evaluation, with evaluation in the middle

Q34. In the revised 2001 taxonomy, the order of the top three levels is:

- (A) Analyse, evaluate, create, with create at the top
- (B) Analyse, create, evaluate, with evaluate at the top
- (C) Evaluate, analyse, create, with create in the middle
- (D) Create, evaluate, analyse, with analyse at the top

Q35. Which of the following is the most common confusion between the original and revised taxonomies?

- (A) Thinking that knowledge is still a verb, when it was always a verb, for the pupils taking part in the lesson
- (B) Thinking that remembering is the top level in both versions
- (C) Thinking that synthesis is still the top level, when the revision places create at the top
- (D) Thinking that the affective domain was added in 2001, in the lesson as planned, for the class as a whole

Q36. In the original taxonomy, the lowest level was called knowledge. In the revised taxonomy it is called:

- (A) Understanding, the process of explaining meaning
- (B) Applying, the process of using learning in new cases, in the teacher's lesson plan
- (C) Creating, the process of producing something new, as part of normal classroom work
- (D) Remembering, the process of retrieving learned information

Common Confusions

Q37. In the original taxonomy, comprehension became which level in the revised taxonomy?

- (A) Remembering, the process of retrieving learned information, in the context of the topic being taught
- (B) Evaluating, the process of judging with criteria
- (C) Creating, the process of producing something new, as part of the planned learning for the term
- (D) Understanding, the process of grasping meaning and explaining it

Q38. A pupil can repeat a definition word for word but cannot explain it in her own words. She has shown:

- (A) Understand without Remember
- (B) Analyze without Apply
- (C) Remember without Understand
- (D) Create without Evaluate

Q39. A pupil who solves a familiar type of problem with a taught method is mainly:

- (A) Applying, because he is carrying out a procedure in a case of the same kind
- (B) Analysing, because he is breaking the problem into parts, in the teacher's lesson plan
- (C) Evaluating, because he is judging the method
- (D) Creating, because he is inventing a new method, in the context of the topic being taught

Q40. A pupil who breaks a problem into its parts to find why the method failed is mainly:

- (A) Applying, because he is simply using the method again, when the lesson is delivered in class
- (B) Analysing, because he is examining parts and their relationships to find the fault
- (C) Remembering, because he is recalling the method, as part of the planned learning for the term
- (D) Creating, because he is inventing a new problem

Q41. The key difference between 'evaluate' and 'create' is that:

- (A) Evaluate judges something that already exists, while create produces something new
- (B) Evaluate produces something new, while create judges something existing, in ordinary classroom practice
- (C) Evaluate and create are identical levels with different names
- (D) Evaluate is lower than remember, while create is lower than understand, for the class as a whole

Q42. A pupil who ranks three essays from best to weakest, with reasons, is mainly:

- (A) Creating, because he is writing a new essay
- (B) Evaluating, because he is judging existing work against criteria
- (C) Applying, because he is following a writing procedure, in the teacher's lesson plan
- (D) Remembering, because he is recalling the essays, as part of normal classroom work

Q43. A pupil who writes a new essay from notes and ideas is mainly:

- (A) Evaluating, because he is judging existing essays
- (B) Analysing, because he is only finding differences in notes, when the lesson is delivered in class
- (C) Remembering, because he is only recalling notes, as part of the planned learning for the term
- (D) Creating, because he is producing an original whole from parts

Q44. Which verb is affective rather than cognitive, even though it can appear in a cognitive-looking sentence?

- (A) Defines, because it expresses recall of meaning, for the pupils taking part in the lesson
- (B) Explains, because it expresses understanding of meaning, in ordinary classroom practice
- (C) Appreciates, because it expresses a feeling or value toward something
- (D) Solves, because it expresses application of a method

Q45. Which verb is cognitive rather than affective, even though pupils may enjoy the task?

- (A) Enjoys, because it expresses a feeling about an activity, for the class as a whole
- (B) Prefers, because it expresses a choice based on value, during the teaching of the unit
- (C) Classifies, because it is a thinking operation on material
- (D) Defends, because it expresses commitment to a value, in the teacher's lesson plan

Q46. A pupil who 'shows respect for other cultures' is demonstrating an objective from which domain?

- (A) The cognitive domain, because respect is a fact to recall, as part of normal classroom work
- (B) The affective domain, because respect is an attitude and value
- (C) The psychomotor domain, because respect is a physical skill, in the context of the topic being taught
- (D) No domain, because respect cannot be an objective, when the lesson is delivered in class

Q47. A pupil who 'performs a folk dance gracefully' is demonstrating an objective from which domain, with a cognitive element?

- (A) Mainly the psychomotor domain, since graceful performance is a motor skill, though knowing the steps is cognitive
- (B) Mainly the cognitive domain, since the pupil must remember the steps and the music
- (C) Mainly the affective domain, since performing for others shows confidence and enjoyment
- (D) All three domains in exactly equal measure, since thinking, feeling and movement all matter the same

Q48. A lesson that teaches pupils the rules of hockey, builds their attitude of fair play, and practises their passing skills is addressing:

- (A) The cognitive domain alone, as part of normal classroom work
- (B) The affective domain alone, in the context of the topic being taught
- (C) The psychomotor domain alone, when the lesson is delivered in class
- (D) The cognitive, affective and psychomotor domains together

Integrative Items Across the Domains

Q49. Which of the following objectives combines a cognitive and an affective aim in one lesson?

- (A) Pupils will list the parts of a tree from memory, as part of the planned learning for the term, for the pupils taking part in the lesson
- (B) Pupils will explain the importance of trees and show willingness to plant one in the school ground
- (C) Pupils will draw a tree with a pencil, in ordinary classroom practice, in the lesson as planned, for the class as a whole
- (D) Pupils will run around the school ground, during the teaching of the unit, in the teacher's lesson plan

Q50. A test item asks pupils to 'defend your opinion about school uniforms, giving two reasons'. The item is best classified as:

- (A) Remembering in the cognitive domain only, since pupils recall uniform rules, as part of normal classroom work
- (B) Psychomotor in nature, since pupils must write by hand, in the context of the topic being taught, when the lesson is delivered in class
- (C) Evaluating in the cognitive domain, with an affective element of valuing, since pupils commit to a position
- (D) Affective receiving only, since pupils only notice uniforms, as part of the planned learning for the term, for the pupils taking part in the lesson

Q51. A teacher plans a science lesson in which pupils will measure liquids accurately, explain their results, and show care in handling apparatus. The three aims cover:

- (A) Cognitive, psychomotor and affective domains in that order
- (B) Affective, cognitive and psychomotor domains in that order
- (C) Cognitive, affective and psychomotor domains in that order
- (D) Psychomotor, cognitive and affective domains in that order

Q52. Which of the following is the best example of an integrative objective across domains?

- (A) Pupils will design a first-aid poster (creating), present it confidently (affective and psychomotor), and explain its messages (understanding)
- (B) Pupils will memorise a list of first-aid terms, in ordinary classroom practice, in the lesson as planned, for the class as a whole, during the teaching of the unit
- (C) Pupils will copy a first-aid poster from the board, in the teacher's lesson plan, as part of normal classroom work, in the context of the topic being taught
- (D) Pupils will watch a video about first aid, when the lesson is delivered in class, as part of the planned learning for the term, for the pupils taking part in the lesson

Q53. A pupil who designs a new game, teaches it to classmates, and plays it fairly is showing:

- (A) Remembering alone, since games are only recalled, in ordinary classroom practice
- (B) Affective receiving alone, since the pupil only noticed the game, in the lesson as planned
- (C) Psychomotor skill alone, with no thinking or values involved, for the class as a whole
- (D) Creating, psychomotor performance and affective valuing of fair play together

Q54. Which of the following test papers shows the best balance across Bloom's levels for a general unit test?

- (A) A paper with items at remembering, understanding, applying and analysing, with a few at evaluating and creating
- (B) A paper with items only at remembering, during the teaching of the unit, in the teacher's lesson plan, as part of normal classroom work
- (C) A paper with items only at creating, in the context of the topic being taught, when the lesson is delivered in class
- (D) A paper with items only at evaluating, as part of the planned learning for the term, for the pupils taking part in the lesson

Q55. A teacher who only ever sets recall questions is most likely to encourage pupils to:

- (A) Create original work, since recall frees time for creating
- (B) Memorise without understanding, since only recall is rewarded
- (C) Evaluate arguments, since recall builds judgement automatically
- (D) Develop motor skills, since recall needs physical practice

Q56. Which statement best sums up the whole topic of Bloom's taxonomy for a teacher?

- (A) It is a list of topics that must be taught in every subject, in ordinary classroom practice, in the lesson as planned, for the class as a whole, during the teaching of the unit
- (B) It is a method for punishing pupils who fail tests, in the teacher's lesson plan, as part of normal classroom work, in the context of the topic being taught
- (C) It is a tool for planning, teaching and assessing learning at different levels and in different domains, so that no important kind of learning is left out
- (D) It is a timetable for the school examination season, when the lesson is delivered in class, as part of the planned learning for the term, for the pupils taking part in the lesson

Q57. A new teacher asks: 'Why should I classify my questions by Bloom's level?' The best answer is:

- (A) So that you can see whether your test rewards only recall or also understanding, application and higher thinking
- (B) So that your test paper looks longer than other teachers' papers, in ordinary classroom practice, in the lesson as planned
- (C) So that pupils cannot guess the answers to your questions, for the class as a whole, during the teaching of the unit
- (D) So that you can avoid teaching difficult topics altogether, in the teacher's lesson plan, as part of normal classroom work

Q58. Which of the following is a correct statement about all three domains together?

- (A) The three domains can never appear in the same lesson, in the context of the topic being taught, when the lesson is delivered in class
- (B) Only one domain can be taught in any school subject, as part of the planned learning for the term, for the pupils taking part in the lesson
- (C) The affective domain is only for religious lessons, in ordinary classroom practice, in the lesson as planned, for the class as a whole
- (D) Cognitive, affective and psychomotor learning often happen together in one lesson, even when one domain is emphasised

Q59. A test item asks pupils to 'outline the main steps of the experiment in order'. This item tests which cognitive level?

- (A) Remembering, the level of recalling information as learned, during the teaching of the unit
- (B) Evaluating, the level of judging against criteria and defending a judgement, in the teacher's lesson plan
- (C) Understanding, the level of explaining ideas in one's own words and in brief form
- (D) Creating, the level of putting elements together into something new, as part of normal classroom work

Q60. A pupil writes a report on pollution, presents it to the class, and listens politely to classmates who disagree with her. This shows:

- (A) Cognitive remembering alone, with nothing else involved, in the context of the topic being taught, when the lesson is delivered in class
- (B) Cognitive creating and understanding, psychomotor presenting, and affective responding and valuing together
- (C) Psychomotor skill alone, with no thinking or feeling involved, as part of the planned learning for the term
- (D) Affective receiving alone, with no action or thinking following it, for the pupils taking part in the lesson

Answer Key

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

Worked explanations for all 60 questions:

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