

Knowledge of Bloom's Taxonomy Practice Test 2

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

The Revision and Its Authors

Q1. In which year was the revised taxonomy published?

- (A) 2001
- (B) 1984
- (C) 1991
- (D) 2010

Q2. Who were the lead authors of the revised taxonomy?

- (A) Benjamin Bloom and David Krathwohl
- (B) Robert Mager and Lorin Anderson
- (C) Lorin Anderson and David Krathwohl
- (D) John Dewey and Lorin Anderson

Q3. David Krathwohl's link to the original taxonomy was that he was:

- (A) Bloom's school teacher
- (B) The publisher of the 1956 handbook
- (C) A member of Bloom's original committee
- (D) A critic who rejected the original work

Q4. Lorin Anderson's link to Bloom was that he was:

- (A) Bloom's brother
- (B) A publisher in Chicago
- (C) A school inspector in Pakistan
- (D) A former student of Benjamin Bloom

Q5. The revised taxonomy is best described as:

- (A) A rejection of all ideas in the original taxonomy and a proposal to replace classification with unstructured classroom discussion
- (B) A taxonomy of school buildings
- (C) A list of examination rules for one country
- (D) A revision and update of Bloom's original framework, not a completely new theory

Q6. Which of the following was a main reason for revising the original taxonomy?

- (A) Teachers needed a framework that reflected newer ideas about learning and teaching
- (B) The original handbook had been lost completely and no copies survived in any university library in the world
- (C) Schools had stopped using objectives
- (D) Examinations had been abolished

Q7. The revised taxonomy pays more attention than the original to:

- (A) Classifying objectives by subject area, without guidance on teaching or assessment
- (B) How objectives are used in teaching and assessment, not only in classification
- (C) Listing level names in order for pupils to memorise
- (D) Writing objectives for examinations only, not for lessons

Q8. In the revised taxonomy, the cognitive process dimension contains how many levels?

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

Q9. In the original taxonomy, the levels were named with:

- (A) Verbs
- (B) Adjectives
- (C) Numbers
- (D) Nouns

Q10. In the revised taxonomy, the levels are named with:

- (A) Verbs
- (B) Nouns
- (C) Adverbs
- (D) Symbols

Q11. Why did the revisers change nouns to verbs?

- (A) Verbs describe observable actions that objectives and assessments can target
- (B) Nouns were too short to print clearly in the handbook and were therefore replaced for typographical reasons alone
- (C) Verbs are easier to spell
- (D) Nouns were banned from textbooks

Q12. Which original noun became 'Remember' in the revised taxonomy?

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

Q13. Which original noun became 'Understand' in the revised taxonomy?

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

Q14. Which original noun became 'Apply' in the revised taxonomy?

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

Q15. Which original noun became 'Analyze' in the revised taxonomy?

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

From Nouns to Verbs and the New Order

Q16. Which original noun became 'Evaluate' in the revised taxonomy?

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

Q17. Which original level replaced 'Synthesis' in the revised taxonomy?

- (A) Evaluate
- (B) Apply
- (C) Create
- (D) Understand

Q18. Counting up the revised levels, Evaluate is the:

- (A) First level
- (B) Third level
- (C) Fourth level
- (D) Fifth level

Q19. The most important change in the ORDER of the revised levels was:

- (A) Apply moved below Remember
- (B) Understand moved above Create
- (C) Analyze moved below Remember
- (D) Create moved above Evaluate

Q20. Why did the revisers place Create above Evaluate?

- (A) Because creating is the easiest skill to test in a short written examination with a single correct answer
- (B) Because producing original work was seen as the most complex cognitive process
- (C) Because evaluation was removed from the framework
- (D) Because teachers disliked judging work

Q21. Which revised level corresponds to the ORIGINAL level of Synthesis in meaning, though its name and position changed?

- (A) Evaluate
- (B) Analyze
- (C) Create
- (D) Apply

Q22. A learner who can recall a definition is working at which revised level?

- (A) Remember
- (B) Understand
- (C) Apply
- (D) Create

Q23. A learner who can explain an idea in their own words is working at which revised level?

- (A) Remember
- (B) Analyze
- (C) Create
- (D) Understand

Q24. A learner who can carry out a familiar procedure in a new problem is working at which revised level?

- (A) Remember
- (B) Evaluate
- (C) Apply
- (D) Create

Q25. A learner who can judge the strength of an argument is working at which revised level?

- (A) Remember
- (B) Understand
- (C) Apply
- (D) Evaluate

Q26. A learner who can design a new solution to a problem is working at which revised level?

- (A) Understand
- (B) Create
- (C) Apply
- (D) Analyze

Q27. Which verb belongs to the Remember level?

- (A) Explain
- (B) Recall
- (C) Design
- (D) Judge

Q28. Which verb belongs to the Understand level?

- (A) List
- (B) Construct
- (C) Summarise
- (D) Critique

Q29. Which verb belongs to the Apply level?

- (A) Define
- (B) Implement
- (C) Compare
- (D) Invent

Q30. Which verb belongs to the Analyze level?

- (A) Memorise
- (B) Produce
- (C) Differentiate
- (D) Defend

The Knowledge Dimension

Q31. Which verb belongs to the Evaluate level?

- (A) Identify
- (B) Classify
- (C) Generate
- (D) Critique

Q32. The knowledge dimension of the revised taxonomy has how many categories?

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

Q33. Factual knowledge mainly refers to:

- (A) Basic elements such as terminology and specific details that learners must know
- (B) Knowledge of how to carry out procedures and techniques in science laboratories, workshops and other practical settings
- (C) Knowledge of one's own thinking and learning strategies
- (D) Knowledge of theories and models

Q34. Which of the following is an example of factual knowledge?

- (A) The theory of evolution
- (B) The symbols used for chemical elements
- (C) The steps for solving a quadratic equation
- (D) A strategy for checking one's own understanding

Q35. Conceptual knowledge mainly refers to:

- (A) Knowledge of single isolated facts only, memorised without any connection to broader ideas or principles
- (B) Knowledge of classifications, principles, theories and models and how they relate
- (C) Knowledge of physical skills
- (D) Knowledge of classroom rules

Q36. Which of the following is an example of conceptual knowledge?

- (A) The date of a single battle
- (B) The principle that supply and demand affect price
- (C) The steps for using a microscope
- (D) A learner's plan for revising

Q37. Procedural knowledge mainly refers to:

- (A) Knowledge of isolated facts and specific details that learners recall without understanding how they connect
- (B) Knowledge of one's own strengths
- (C) Knowledge of values and attitudes
- (D) Knowledge of how to do something, including methods, techniques and criteria for using them

Q38. Which of the following is an example of procedural knowledge?

- (A) The definition of a noun
- (B) The theory of plate tectonics
- (C) The method for long division
- (D) Awareness of one's own memory limits

Q39. Metacognitive knowledge mainly refers to:

- (A) Knowledge of facts about a subject
- (B) Knowledge of physical procedures
- (C) Knowledge of historical dates
- (D) Knowledge about cognition in general and about one's own learning and thinking

Q40. Which of the following is an example of metacognitive knowledge?

- (A) Knowing the capital of France
- (B) Knowing that summarising after reading helps you remember better
- (C) Knowing the steps of an experiment
- (D) Knowing a classification of animals

Q41. A learner who knows when to use a particular problem-solving method has which kind of knowledge?

- (A) Factual knowledge only
- (B) Conceptual knowledge only
- (C) Procedural knowledge, with a metacognitive element about its use
- (D) No knowledge at all

Q42. Which knowledge category is NEW in the revised taxonomy compared with the original?

- (A) Factual knowledge
- (B) Conceptual knowledge
- (C) Procedural knowledge
- (D) Metacognitive knowledge

Q43. Knowledge of the structure of a subject, such as how topics connect, is mainly:

- (A) Factual knowledge
- (B) Procedural knowledge
- (C) Conceptual knowledge
- (D) Metacognitive knowledge

Q44. A student who can state a rule but cannot say when it applies lacks mainly:

- (A) Factual knowledge of the rule
- (B) Full procedural and metacognitive understanding of the rule's use
- (C) Interest in the subject
- (D) Physical skill

Q45. Which pairing of knowledge type and example is correct?

- (A) Procedural: how to balance a chemical equation
- (B) Factual: a theory of learning
- (C) Conceptual: a single date
- (D) Metacognitive: a laboratory instrument

The Two-Dimensional Taxonomy Table

Q46. Which pairing of knowledge type and example is WRONG?

- (A) Conceptual: a model of the atom
- (B) Metacognitive: the name of a river
- (C) Procedural: steps for titration
- (D) Factual: the term for a word class

Q47. The two dimensions of the revised taxonomy are:

- (A) The knowledge dimension and the cognitive process dimension
- (B) The affective dimension and the psychomotor dimension
- (C) The teaching dimension and the marking dimension
- (D) The easy dimension and the difficult dimension

Q48. The taxonomy table is formed by crossing:

- (A) Four knowledge categories with six cognitive processes
- (B) Three domains with six levels
- (C) Six subjects with four terms
- (D) Four skills with three grades

Q49. How many cells does the full taxonomy table contain?

- (A) 10
- (B) 24
- (C) 12
- (D) 18

Q50. In the taxonomy table, the rows represent:

- (A) Levels of difficulty
- (B) School grades
- (C) Types of knowledge
- (D) Lesson lengths

Q51. In the taxonomy table, the columns represent:

- (A) Subjects taught
- (B) Ages of learners
- (C) Types of schools
- (D) Cognitive processes

Q52. An objective that asks learners to recall a fact would fall in which cell?

- (A) Factual knowledge and Remember
- (B) Conceptual knowledge and Create
- (C) Procedural knowledge and Evaluate
- (D) Metacognitive knowledge and Analyze

Q53. An objective that asks learners to design a new experiment using a method would fall mainly in which area?

- (A) Factual knowledge and Remember
- (B) Conceptual knowledge and Understand
- (C) Procedural knowledge and Create
- (D) Metacognitive knowledge and Remember

Q54. Why is the taxonomy table useful for teachers?

- (A) It shows at a glance which combinations of knowledge and thinking a lesson or test covers
- (B) It fixes the price of textbooks and determines how many copies each school should order each year
- (C) It replaces lesson plans completely
- (D) It tells teachers which students will pass

Q55. A test that fills only the Remember column of the table is likely to:

- (A) Test every level equally
- (B) Over-test recall and under-test higher thinking
- (C) Be too difficult for all learners
- (D) Cover all knowledge types fully

Q56. Which statement about the revised taxonomy is FALSE?

- (A) It renamed the levels as verbs
- (B) It added a knowledge dimension
- (C) It removed the idea of a hierarchy completely
- (D) It placed Create at the top

Q57. The revised taxonomy is most useful when a teacher uses it to:

- (A) Align objectives, teaching activities and assessment at the same level
- (B) Write longer examination papers with more questions at every level, regardless of the objectives set
- (C) Reduce the number of lessons
- (D) Avoid giving homework

Q58. Which of the following best describes the relationship between the two dimensions?

- (A) Remember can only combine with factual knowledge and can never be used for procedures, concepts or strategies
- (B) Any cognitive process can in principle combine with any kind of knowledge
- (C) Create can only combine with metacognitive knowledge
- (D) Knowledge types cannot be taught together

Q59. In the revised taxonomy, the hierarchy is best described as:

- (A) A general order from simpler to more complex, with overlap between levels
- (B) A rigid rule that no overlap is ever allowed
- (C) A list with no order at all
- (D) A rule that higher levels never need lower ones

Q60. Which original level's position changed most in the revision?

- (A) Knowledge, which moved to the top
- (B) Comprehension, which was removed
- (C) Application, which was removed
- (D) Synthesis, which became Create at the top

Answer Key

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

Worked explanations for all 60 questions:

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