

Knowledge of Bloom's Taxonomy Practice Test 5

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 Evaluate Level

Q1. Evaluate is best defined as:

- (A) Making judgements based on criteria and standards
- (B) Recalling facts in order from memory without judging their quality or value
- (C) Using a procedure in a new case
- (D) Producing a new product

Q2. Which verb is most characteristic of Evaluate?

- (A) Recall
- (B) Judge
- (C) Implement
- (D) Generate

Q3. Which of these verbs belongs most clearly to Evaluate?

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

Q4. Which verb best signals the Evaluate level?

- (A) Appraise
- (B) Name
- (C) Classify
- (D) Produce

Q5. A teacher writing an Evaluate objective would most likely use which verb?

- (A) State a fact from memory without giving any reasons or criteria
- (B) Solve
- (C) Invent
- (D) Defend a judgement with reasons

Q6. A task that asks learners to decide which of two solutions is better and why is mainly:

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

Q7. A task that asks learners to check a solution for errors against a set of criteria is mainly:

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

Q8. A task that asks learners to recommend the best plan for a school event, with reasons, is mainly:

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

Q9. Which question is at the Evaluate level?

- (A) What is the method called?
- (B) Explain how the method works.
- (C) Use the method to solve this problem step by step as demonstrated in class
- (D) Which method is most suitable for this problem, and why?

Q10. Which of these questions is at the Evaluate level?

- (A) What does this argument claim?
- (B) Is this argument convincing? Give reasons for your answer.
- (C) Summarise this argument.
- (D) Break this argument into parts and show how each part relates to the others

Q11. Evaluation differs from personal opinion because evaluation requires:

- (A) A loud voice in discussion that persuades others without using evidence
- (B) Judgement based on criteria and evidence
- (C) Agreement with the teacher
- (D) A long answer

Q12. Which of the following is LEAST likely to be an Evaluate verb?

- (A) Judge
- (B) Produce
- (C) Critique
- (D) Justify

Q13. A learner who says, 'I like this story best,' without giving any reason has shown:

- (A) Full evaluation
- (B) Analysis
- (C) Opinion, but not yet evaluation
- (D) Creation

Q14. A learner who says, 'This story is stronger because its ending follows from its events, while the other ending does not,' has shown:

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

Q15. In the revised taxonomy, Evaluate sits:

- (A) Second from the top, just below Create
- (B) At the very bottom
- (C) At the very top
- (D) Below Apply

The Create Level

Q16. Create is best defined as:

- (A) Recalling facts in order
- (B) Judging a work against criteria and standards to decide whether it is good enough, and giving reasons for that judgement in a report
- (C) Breaking material into parts
- (D) Putting elements together to form a coherent or functional whole, or reorganising elements into a new pattern or structure

Q17. Which verb is most characteristic of Create?

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

Q18. Which of these verbs belongs most clearly to Create?

- (A) List
- (B) Implement
- (C) Critique
- (D) Generate

Q19. Which verb best signals the Create level?

- (A) Name
- (B) Classify
- (C) Appraise
- (D) Construct

Q20. A teacher writing a Create objective would most likely use which verb?

- (A) Invent
- (B) State
- (C) Solve
- (D) Differentiate

Q21. A task that asks learners to write an original poem is mainly:

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

Q22. A task that asks learners to design a new experiment to test an idea is mainly:

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

Q23. A task that asks learners to propose a new solution to a local problem is mainly:

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

Q24. Which question is at the Create level?

- (A) What is healthy eating?
- (B) Explain why healthy eating matters.
- (C) Design a poster that explains healthy eating to young children.
- (D) Judge which poster is best by comparing it with the other posters in the class

Q25. Which of these questions is at the Create level?

- (A) Summarise this story.
- (B) List the characters in this story.
- (C) Write a new ending for this story that fits its characters.
- (D) Compare two characters in this story and explain how their actions differ in detail

Q26. Create tasks often involve which three processes?

- (A) Recalling, listing and naming
- (B) Judging, critiquing and defending
- (C) Breaking apart, comparing and sorting
- (D) Generating, planning and producing

Q27. Which of the following is LEAST likely to be a Create verb?

- (A) Check
- (B) Design
- (C) Generate
- (D) Compose

Q28. A learner who copies a model answer word for word has NOT shown Create, because:

- (A) No new or original work was produced
- (B) The answer was too short
- (C) The answer was written by hand
- (D) The model answer was correct

Q29. A learner who adapts a known story into a play for the class has shown:

- (A) Remember only, through recalling the story exactly as it was first told
- (B) Create, through reorganising material into a new form
- (C) Evaluate only
- (D) Apply only

Q30. In the revised taxonomy, Create sits:

- (A) At the very bottom
- (B) Just below Apply
- (C) At the very top, above Evaluate
- (D) Between Understand and Apply

Lower-Order Versus Higher-Order Thinking

Q31. Lower-order thinking skills (LOTS) in the revised taxonomy generally refer to:

- (A) Analyze, Evaluate and Create
- (B) Remember, Understand and Apply
- (C) Evaluate and Create only
- (D) Create only

Q32. Higher-order thinking skills (HOTS) in the revised taxonomy generally refer to:

- (A) Analyze, Evaluate and Create
- (B) Remember, Understand and Apply
- (C) Remember only
- (D) Understand and Apply only

Q33. Which of the following is a LOTS question?

- (A) Design a test to identify an unknown rock.
- (B) Judge which rock is best for building.
- (C) State the three types of rock.
- (D) Analyse why rocks differ in hardness.

Q34. Which of the following is a HOTS question?

- (A) Propose a plan to reduce waste in your school.
- (B) List three types of waste.
- (C) Explain what recycling means.
- (D) Use the given method to sort waste into the bins provided in the school yard

Q35. Which of the following is also a HOTS question?

- (A) Name two types of homework.
- (B) Summarise a passage about homework.
- (C) Evaluate the claim that homework always improves learning.
- (D) Follow the steps to complete homework exactly as instructed by the teacher in class

Q36. A test made up only of LOTS questions mainly checks:

- (A) Analysis, judgement and creation
- (B) Recall, understanding and routine use
- (C) Original production only
- (D) Attitudes and values

Q37. A test made up only of HOTS questions may be unfair if learners have not first been taught:

- (A) The basic knowledge and understanding the tasks build on
- (B) How to write long answers that fill several pages without necessarily showing understanding
- (C) How to use a pen
- (D) How to sit an examination

Q38. Which statement about LOTS and HOTS is TRUE?

- (A) Higher-order thinking makes lower-order thinking unnecessary in all subjects and at all stages of learning
- (B) Lower-order thinking is worthless in school
- (C) Higher-order thinking builds on, and does not replace, lower-order thinking
- (D) Higher-order thinking can be taught without any facts

Q39. Which classroom activity mainly develops HOTS?

- (A) Copying notes from the board word for word into exercise books during the lesson
- (B) A debate in which students judge arguments and propose solutions
- (C) Memorising a list of terms
- (D) Repeating a definition

Q40. Which classroom activity mainly develops LOTS?

- (A) Designing a new board game
- (B) A drill on multiplication tables
- (C) Critiquing a film review
- (D) Planning a school campaign

Q41. A teacher who asks only recall questions is mainly testing:

- (A) HOTS
- (B) LOTS
- (C) Psychomotor skills
- (D) Affective attitudes

Q42. A teacher who asks learners to analyse data, judge conclusions and design follow-up work is mainly testing:

- (A) LOTS
- (B) Recall only
- (C) HOTS
- (D) Copying only

Q43. Which of the following sequences moves from LOTS to HOTS?

- (A) Create, judge, analyse, use, explain, recall
- (B) Recall, create, explain, judge, analyse, use
- (C) Recall, explain, use, analyse, judge, create
- (D) Judge, recall, create, explain, use, analyse

Q44. A common mistake is to call any difficult question a HOTS question. In fact, a question is HOTS only if it demands:

- (A) A long answer
- (B) Analysis, evaluation or creation
- (C) An obscure fact
- (D) A fast answer

Q45. A common mistake is to call any open question a HOTS question. In fact, an open question that only asks for recalled facts is still:

- (A) HOTS
- (B) Create
- (C) LOTS
- (D) Evaluate

Higher-Order Thinking in Questioning and Teaching

Q46. Which question best promotes HOTS in a science lesson?

- (A) State the parts of a plant.
- (B) Explain what photosynthesis means.
- (C) Design an investigation to test whether light affects plant growth.
- (D) Use the given table to find the height of a plant at the end of each week in the experiment

Q47. Which question best promotes HOTS in a history lesson?

- (A) List the dates of three events.
- (B) Summarise a paragraph about an event.
- (C) Judge which cause mattered most in an event, using evidence.
- (D) Name the leaders involved in an event.

Q48. Which question best promotes HOTS in a language lesson?

- (A) Copy a speech from the textbook.
- (B) List ten new words from a passage.
- (C) Explain the meaning of a word.
- (D) Write a speech that persuades listeners to protect the environment.

Q49. A teacher wants to check HOTS after a lesson on fractions. The best question is:

- (A) State what a fraction is.
- (B) Design a fair way to share three pizzas among four friends and justify it.
- (C) List the parts of a fraction.
- (D) Use the given steps to add two fractions.

Q50. A teacher wants to check LOTS after a lesson on fractions. The best question is:

- (A) Design a new fraction game.
- (B) Judge which sharing method is fairest.
- (C) Analyse why two fractions are equal.
- (D) State the numerator and denominator in $\frac{3}{4}$.

Q51. Why should questioning include both LOTS and HOTS?

- (A) Because HOTS questions are easier to mark quickly and fairly for large classes of students in examinations, and teachers therefore prefer them for every test they set
- (B) Because LOTS questions are no longer needed
- (C) Because examinations require only one type
- (D) Because learners need a foundation of knowledge and understanding before higher thinking, and higher thinking deepens that foundation

Q52. A lesson that jumps straight to Create without any Remember or Understand work is likely to:

- (A) Leave learners without the knowledge they need to create well
- (B) Guarantee original work from every learner
- (C) Make marking easier
- (D) Remove the need for teaching

Q53. Which teacher practice best supports HOTS?

- (A) Accepting the first answer without discussion, follow-up questions or any request for reasons from students
- (B) Asking only for definitions
- (C) Avoiding all discussion
- (D) Asking follow-up questions such as 'Why do you think so?' and 'What evidence supports that?'

Q54. Which teacher practice is LEAST likely to support HOTS?

- (A) Asking learners to compare viewpoints
- (B) Asking learners to justify judgements
- (C) Asking learners to design solutions
- (D) Requiring only one-word answers to every question

Q55. A teacher who praises only correct recall may unintentionally discourage:

- (A) Physical skill
- (B) Handwriting
- (C) Attendance
- (D) Higher-order thinking, because learners learn that recall is what counts

Q56. In lesson planning, Bloom's levels help a teacher to:

- (A) Write only recall questions
- (B) Write questions at a range of levels, from recall to creation
- (C) Avoid writing any objectives
- (D) Replace all textbooks

Q57. Which statement about HOTS in Pakistani teacher recruitment tests is most accurate?

- (A) Such tests never ask about Bloom's taxonomy or about classifying objectives by level in any paper that candidates have ever taken in Pakistan
- (B) Such tests ask only for dates
- (C) Such tests ban all higher-order items
- (D) Such tests often include items that ask candidates to classify objectives, identify levels and judge classroom questions

Q58. A trainee teacher who can classify a new classroom question by Bloom level has shown:

- (A) More than recall of the level names, because classification requires analysis and application
- (B) Recall only
- (C) Psychomotor skill only
- (D) No understanding at all

Q59. Which of the following best summarises the whole taxonomy for a new teacher?

- (A) A framework that moves from remembering, through understanding and using, to analysing, judging and creating
- (B) A ladder of question types that teachers must use in strict order in every lesson, with no level ever skipped
- (C) A set of six separate skills that have nothing to do with one another
- (D) A marking scheme that awards more marks to longer answers

Q60. A teacher asks learners to first judge two designs and then combine the best features into a new design. This sequence moves from:

- (A) Evaluate to Create
- (B) Remember to Understand
- (C) Apply to Analyze
- (D) Create to Evaluate

Answer Key

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

Worked explanations for all 60 questions:

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