

Knowledge of Bloom's Taxonomy Practice Test 8

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 ABCD Model

Q1. In the ABCD model of writing learning objectives, the letter A stands for:

- (A) Activity, the task the teacher will set
- (B) Assessment, the test the teacher will give
- (C) Aim, the general purpose of the lesson
- (D) Audience, the learners who will perform the behaviour

Q2. In the ABCD model, the letter B stands for:

- (A) Belief, the value the teacher holds about learning
- (B) Book, the textbook chapter to be covered
- (C) Behaviour, the observable performance expected of the learner
- (D) Background, the previous knowledge of the class

Q3. In the ABCD model, the letter C stands for:

- (A) Condition, the circumstances or aids under which the behaviour is performed
- (B) Content, the list of topics in the syllabus
- (C) Class, the room in which the lesson is taught
- (D) Correction, the feedback the teacher will give

Q4. In the ABCD model, the letter D stands for:

- (A) Duration, the length of the whole school day
- (B) Degree, the standard or level of acceptable performance
- (C) Difficulty, the hardness of the textbook chapter
- (D) Display, the chart the teacher will hang on the wall

Q5. Which of the following objectives contains all four ABCD elements?

- (A) Given a map of Pakistan, pupils will label at least eight provinces and territories correctly
- (B) Pupils will learn about Pakistan
- (C) The teacher will explain the map of Pakistan
- (D) Pupils will study the provinces of Pakistan

Q6. In the objective 'Without using notes, pupils will list five causes of the seasons', the condition is:

- (A) Pupils, the learners who must perform the behaviour in the lesson
- (B) Without using notes
- (C) List, the action verb that names the behaviour to be performed
- (D) Five causes, the content that pupils must recall for the test

Q7. In the objective 'Pupils will solve ten addition problems with at least 80 percent accuracy', the degree is:

- (A) Pupils, the learners who must perform the behaviour in the lesson
- (B) Solve, the action verb that names the behaviour to be performed
- (C) Ten addition problems, the content on which pupils will be tested
- (D) At least 80 percent accuracy

Q8. In the objective 'After the demonstration, pupils will name three laboratory safety rules', the audience is:

- (A) After the demonstration
- (B) Name
- (C) Pupils
- (D) Three laboratory safety rules

Q9. Which of the following is the behaviour in the objective 'Pupils will draw a labelled diagram of the heart'?

- (A) Pupils
- (B) Labelled diagram
- (C) Draw
- (D) Of the heart

Q10. A well-written behavioural objective always describes:

- (A) What the teacher will do during the lesson
- (B) What the learner will do, in observable terms
- (C) What the textbook contains on the topic
- (D) What the school expects from parents

Q11. Which of the following verbs is suitable for a behavioural objective because it is observable?

- (A) State
- (B) Understand
- (C) Know
- (D) Appreciate

Q12. Which of the following verbs is suitable for a behavioural objective because it is measurable?

- (A) Realise
- (B) Grasp
- (C) Comprehend
- (D) Calculate

Q13. A SMART learning objective is one that is:

- (A) Simple, memorable, artistic, regular and theoretical
- (B) Specific, measurable, achievable, relevant and time-bound
- (C) Short, modern, active, rapid and traditional
- (D) Serious, moral, academic, reflective and technical

Q14. In SMART objectives, the letter S stands for:

- (A) Simple, meaning easy for pupils to read and understand at a glance
- (B) Serious, meaning solemn and important in tone for the class
- (C) Specific
- (D) Social, meaning concerned with the wider community and society

Q15. In SMART objectives, the letter M stands for:

- (A) Memorable, meaning easy for pupils to recall in later lessons
- (B) Moral, meaning concerned with right and wrong conduct
- (C) Modern, meaning up to date with current teaching methods
- (D) Measurable

Q16. In SMART objectives, the letter A stands for:

- (A) Achievable
- (B) Artistic, meaning creative and concerned with beauty and design
- (C) Active, meaning involving movement and participation in class
- (D) Abstract, meaning theoretical rather than concrete and practical

Q17. In SMART objectives, the letter R stands for:

- (A) Rapid
- (B) Regular
- (C) Reflective
- (D) Relevant

Q18. In SMART objectives, the letter T stands for:

- (A) Time-bound
- (B) Theoretical
- (C) Traditional
- (D) Technical

SMART Objectives and General Versus Specific Objectives

Q19. Which of the following objectives is time-bound?

- (A) Pupils will learn spelling one day
- (B) By the end of the lesson, pupils will spell ten new words correctly
- (C) Pupils will enjoy spelling lessons
- (D) The teacher will teach spelling well

Q20. A general objective is best described as:

- (A) A statement that names an exact behaviour, condition and standard
- (B) A statement of what the teacher will do in one period
- (C) A broad statement of intent for a course or unit, without a precise performance or standard
- (D) A list of textbook pages to be covered

Q21. A specific (behavioural) objective differs from a general objective mainly because it:

- (A) States an observable behaviour and a standard by which it can be judged
- (B) Covers a much larger amount of content
- (C) Describes only the teacher's activities
- (D) Avoids mentioning any behaviour at all

Q22. Which of the following is a general objective?

- (A) Given a diagram, pupils will label the stages of the water cycle correctly
- (B) Pupils will draw and label the water cycle in five minutes
- (C) Pupils will list four stages of the water cycle without notes
- (D) Pupils will develop an understanding of the water cycle

Q23. Which of the following is a specific objective?

- (A) Pupils will appreciate good grammar
- (B) Pupils will develop language skills
- (C) Pupils will write five sentences using the past tense, with no more than one error
- (D) Pupils will know the past tense well

Q24. An instructional objective is written at the level of a single lesson when it:

- (A) Describes the aims of the whole school year
- (B) Describes what pupils will be able to do by the end of that lesson
- (C) Describes the philosophy of the education system
- (D) Describes the duties of the head teacher

Q25. Which sequence correctly orders objectives from broadest to most specific?

- (A) Specific objective, general objective, aim
- (B) Aim, general objective, specific (behavioural) objective
- (C) General objective, aim, specific objective
- (D) Aim, specific objective, general objective

Q26. A teacher writes: 'Pupils will understand photosynthesis.' The main fault in this objective is that:

- (A) Photosynthesis is too difficult a topic for pupils
- (B) The objective mentions pupils instead of the teacher
- (C) The objective is too short to be useful
- (D) Understand is vague and cannot be directly observed or measured

Q27. Which of the following objectives suffers from the same fault as 'Pupils will know fractions'?

- (A) Pupils will add two fractions with the same denominator
- (B) Pupils will shade half of a given shape correctly
- (C) Pupils will learn about decimals
- (D) Pupils will solve five fraction problems in ten minutes

Q28. Which of the following verbs should be avoided in a behavioural objective because it is vague?

- (A) Appreciate
- (B) List, the action of writing or naming items in order
- (C) Draw, the action of making a picture or diagram by hand
- (D) Measure, the action of finding a size or quantity accurately

Q29. Which of the following verbs should be avoided in a behavioural objective because it is not observable?

- (A) Identify
- (B) Construct
- (C) Comprehend
- (D) Demonstrate

Q30. The objective 'The teacher will explain the causes of the First World War' is faulty mainly because it:

- (A) Describes teacher activity instead of learner performance
- (B) Mentions the First World War at all
- (C) Is written in the future tense, during the teaching of the unit
- (D) Names a historical topic for the lesson, in the teacher's lesson plan

Q31. Which of the following objectives is written as teacher activity rather than learner performance?

- (A) Pupils will solve five fraction problems correctly
- (B) The teacher will present a lesson on fractions
- (C) Pupils will compare two fractions using a diagram
- (D) Pupils will shade three quarters of a shape

Q32. An objective that states no condition, such as 'Pupils will label a map', is weak because:

- (A) It mentions pupils instead of the teacher
- (B) It is too specific about the behaviour, in the context of the topic being taught
- (C) It sets too high a standard for pupils, when the lesson is delivered in class
- (D) It does not say whether pupils may use an atlas, notes or memory alone

Q33. An objective that states no degree, such as 'Pupils will answer questions on the lesson', is weak because:

- (A) It uses the verb 'answer' instead of a more specific verb such as 'list'
- (B) It does not say whether pupils work alone or in pairs
- (C) It is written for the whole class rather than for individual pupils
- (D) It sets no standard for how many answers must be correct or how well

Q34. Which of the following is the best-corrected version of 'Pupils will know the provinces'?

- (A) Pupils will learn about the provinces, in the lesson as planned, for the class as a whole
- (B) Pupils will name the four provinces of Pakistan from memory, without error
- (C) The teacher will teach the provinces well, during the teaching of the unit
- (D) Pupils will appreciate the provinces of Pakistan, in the teacher's lesson plan

Q35. Which of the following is the best-corrected version of 'Pupils will understand grammar'?

- (A) Pupils will write six correct sentences using the present tense
- (B) Pupils will learn grammar rules
- (C) Pupils will know grammar better, in the context of the topic being taught
- (D) The teacher will explain grammar clearly, when the lesson is delivered in class

Q36. A good behavioural objective should use a verb that is:

- (A) General and abstract, so it covers many topics at once, as part of the planned learning for the term
- (B) Focused on the teacher's preparation for the lesson, for the pupils taking part in the lesson
- (C) Observable and measurable, so success can be judged from evidence
- (D) Chosen to sound impressive to visitors

Common Faults in Objective Writing

Q37. Which of the following objectives is best written?

- (A) Pupils will understand measurement, in the lesson as planned, for the class as a whole
- (B) Using a ruler, pupils will draw a line segment of exactly 6 cm
- (C) The teacher will demonstrate measurement, during the teaching of the unit
- (D) Pupils will learn about lines and rulers

Q38. Which of the following objectives also meets the ABCD and SMART checks best?

- (A) Pupils will know multiplication tables, in the context of the topic being taught
- (B) Pupils will enjoy multiplication lessons, when the lesson is delivered in class, as part of the planned learning for the term
- (C) The teacher will teach multiples clearly, for the pupils taking part in the lesson, in ordinary classroom practice
- (D) By the end of the lesson, pupils will recite the first five multiples of 7 without error

Q39. Which of the following objectives gives the clearest and most checkable performance?

- (A) Given ten words, pupils will use at least eight correctly in sentences
- (B) Pupils will improve their vocabulary, in the lesson as planned, for the class as a whole
- (C) Pupils will learn new words, during the teaching of the unit, in the teacher's lesson plan
- (D) The teacher will introduce new words, as part of normal classroom work

Q40. An objective written as 'Pupils will develop a love for poetry' is best classified as:

- (A) A precise psychomotor objective
- (B) A fully measurable cognitive objective, when the lesson is delivered in class
- (C) A general, affective aim rather than a specific behavioural objective
- (D) An ABCD objective with all four elements, as part of the planned learning for the term

Q41. When a teacher breaks a general aim into lesson objectives, the lesson objectives should:

- (A) Repeat the aim word for word in every lesson, for the pupils taking part in the lesson
- (B) Describe only what the teacher will say
- (C) Together cover the aim, with each one observable and assessable
- (D) Avoid any mention of assessment, in the lesson as planned, for the class as a whole

Q42. Which of the following faults is present in 'Pupils will be taught fractions'?

- (A) It is written in the passive voice as something done to pupils, not as learner performance
- (B) It names fractions as the topic, in the teacher's lesson plan
- (C) It is too short to be an objective, as part of normal classroom work, in the context of the topic being taught
- (D) It sets a standard that is too high, when the lesson is delivered in class, as part of the planned learning for the term

Q43. Which of the following faults is present in 'Pupils will study Chapter 5'?

- (A) It names a chapter of the textbook, for the pupils taking part in the lesson
- (B) It is written for the wrong class
- (C) It mentions pupils by name, in the lesson as planned, for the class as a whole
- (D) It names content coverage, not a learner performance or standard

Q44. A teacher wants an objective for a lesson on the water cycle. Which version is most suitable as a specific objective?

- (A) Pupils will understand the water cycle, in the teacher's lesson plan
- (B) Pupils will sequence the four stages of the water cycle correctly on a worksheet
- (C) The teacher will explain the water cycle, as part of normal classroom work, in the context of the topic being taught
- (D) Pupils will read about the water cycle, when the lesson is delivered in class, as part of the planned learning for the term

Q45. A teacher wants an objective for a lesson on road safety. Which version is most suitable?

- (A) Pupils will learn road safety, for the pupils taking part in the lesson, in ordinary classroom practice
- (B) The teacher will discuss road safety, for the class as a whole
- (C) Pupils will be aware of road safety, during the teaching of the unit, in the teacher's lesson plan
- (D) Pupils will state three road safety rules for crossing a road, without prompting

Q46. Which of the following objectives includes a condition but no degree?

- (A) Pupils will solve eight percentage problems with at least 90 percent accuracy
- (B) With the help of a calculator, pupils will solve problems on percentages
- (C) Given a calculator, pupils will solve eight percentage problems correctly
- (D) Pupils will solve percentage problems quickly

Q47. Which of the following objectives includes a degree but no condition?

- (A) Using a word list, pupils will spell ten words correctly
- (B) From memory, pupils will spell ten words with one error allowed
- (C) Pupils will spell ten words with no more than one error
- (D) With a dictionary, pupils will spell words correctly

Q48. In the ABCD model, which element is most often left out by beginning teachers?

- (A) Degree, because they state the behaviour but forget the standard for success
- (B) Audience, because they forget who the pupils are
- (C) Behaviour, because they forget to name an action, in the context of the topic being taught
- (D) Content, because they forget the textbook chapter, when the lesson is delivered in class

Writing and Fixing Objectives in Practice

Q49. Why should objectives be written before a lesson is planned, rather than after it?

- (A) So that teaching activities and assessment can both be chosen to match the intended learning
- (B) So that the lesson plan looks longer on paper, as part of the planned learning for the term, for the pupils taking part in the lesson
- (C) So that pupils can copy the objectives into their notebooks, in ordinary classroom practice, in the lesson as planned
- (D) So that the teacher can avoid writing a test, during the teaching of the unit

Q50. A lesson objective and its test item match when:

- (A) The test covers a different topic from the lesson, in the teacher's lesson plan
- (B) The test is longer than the lesson itself
- (C) The test asks pupils to perform the same behaviour stated in the objective
- (D) The test is given a week after the lesson, in the context of the topic being taught

Q51. Which of the following objectives would be hardest to assess in a single lesson?

- (A) Pupils will list three causes of air pollution
- (B) Pupils will develop good character
- (C) Pupils will draw a bar chart from given data
- (D) Pupils will solve two problems on speed

Q52. A teacher writes three objectives for one lesson, all using the verb 'understand'. The best advice is to:

- (A) Keep 'understand' because it is the most academic verb, when the lesson is delivered in class, as part of the planned learning for the term
- (B) Delete all three objectives from the plan, for the pupils taking part in the lesson
- (C) Change the topic of the lesson entirely, in the lesson as planned, for the class as a whole, during the teaching of the unit
- (D) Replace each 'understand' with the observable performance that will show it, such as explain, list or solve

Q53. Which of the following is a correctly written affective behavioural objective?

- (A) Pupils will feel good about tidiness, in the teacher's lesson plan, as part of normal classroom work
- (B) The teacher will praise tidy pupils
- (C) Pupils will volunteer to help tidy the classroom after the activity
- (D) Pupils will know the value of tidiness, when the lesson is delivered in class

Q54. Which of the following is a correctly written psychomotor behavioural objective?

- (A) Pupils will appreciate neat cutting, as part of the planned learning for the term, for the pupils taking part in the lesson
- (B) The teacher will show pupils how to cut, in ordinary classroom practice, in the lesson as planned
- (C) Pupils will understand cutting skills, during the teaching of the unit
- (D) Pupils will cut along a straight line with scissors, keeping within 2 mm of the line

Q55. A well-written objective should be judged by whether:

- (A) It uses difficult academic vocabulary, in the teacher's lesson plan
- (B) An observer could tell, from evidence, whether pupils achieved it
- (C) It is long enough to fill a page, as part of normal classroom work
- (D) It impresses the head teacher, in the context of the topic being taught

Q56. Which statement about general and specific objectives is correct?

- (A) General objectives guide a unit, while specific objectives make learning checkable lesson by lesson
- (B) General objectives are useless and should never be written, when the lesson is delivered in class, as part of the planned learning for the term
- (C) Specific objectives are only for examinations, not for lessons, for the pupils taking part in the lesson
- (D) General and specific objectives must never be used together, in ordinary classroom practice, in the lesson as planned

Q57. A teacher who writes objectives only as 'Pupils will learn...' for every lesson will find it difficult to:

- (A) Choose a topic for the lesson, for the class as a whole, during the teaching of the unit
- (B) Decide what evidence will show that learning has happened
- (C) Find the classroom for the lesson, in the teacher's lesson plan
- (D) Write the date on the board, as part of normal classroom work

Q58. Which of the following best summarises the ABCD model?

- (A) State who will learn, what they will do, under what conditions, and how well they must do it
- (B) State the topic, the textbook, the teacher and the timetable, in the context of the topic being taught
- (C) State the aim, the activity, the homework and the test date, when the lesson is delivered in class
- (D) State the class, the chapter, the chart and the chalk, as part of the planned learning for the term

Q59. Which of the following best summarises a SMART objective?

- (A) It is short and memorable, and is written in the teacher's own words
- (B) It is set for the whole class, and is checked only at the end of term
- (C) It is clear about what is to be achieved, can be measured, is realistic, matters to learners, and has a deadline
- (D) It is challenging for the best pupils, and is the same for every subject

Q60. A common fault in objective writing is using two behaviours in one objective, such as 'Pupils will define and evaluate democracy'. The problem is that:

- (A) Defining is too easy a behaviour for pupils, when the lesson is delivered in class, as part of the planned learning for the term
- (B) Evaluating is too hard a behaviour for pupils, for the pupils taking part in the lesson, in ordinary classroom practice
- (C) Democracy is too broad a topic for one lesson, in the lesson as planned, for the class as a whole, during the teaching of the unit
- (D) One objective then needs two different kinds of evidence, so it is better split into two objectives

Answer Key

Q1: D	Q11: A	Q21: A	Q31: B	Q41: C	Q51: B
Q2: C	Q12: D	Q22: D	Q32: D	Q42: A	Q52: D

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

Worked explanations for all 60 questions:

quaidianpoint.com/pedagogy-blooms-taxonomy-practice-test-8/