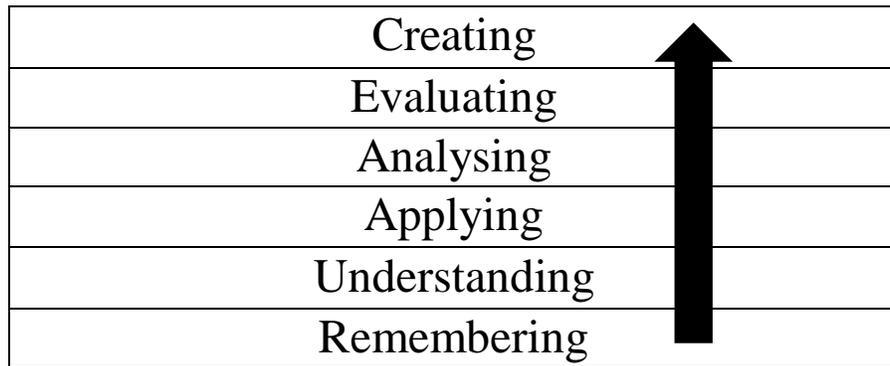


Writing and Study Skills Services – Laurier Brantford  
Preparing for Multiple Choice Tests Using the Revised Bloom’s Taxonomy

**Revised Bloom’s Taxonomy** (from Krathwohl 215):



To achieve the most success on a multiple choice test, you need to develop a *deep understanding* of the course material.

- **Shallow Understanding** = Remember a definition
- **Deep Understanding** = Remember, understand, apply, analyze, and evaluate a definition

**How does Bloom’s help?** As Fleet, Goodchild, and Zajchowski explain, “if course information does not make sense to you, you will not remember it, and, even if you do manage to memorize it, it is unlikely that your memory will be flexible enough to apply the ideas to new situations” (75).

**Developing Effective Studying Practices** (from Fleet, Goodchild, and Zajchowski 70-75):

1. Practice identifying the significance of **main ideas** from the text to the context of the course.
2. **Think like a teacher.** What questions would you include on the test?
3. **Rehearse material in the same way** that the test is formatted.
4. Associate content with a **mental image.**
5. Get a sense of how questions might be structured by **looking at past tests** by your teacher.
6. Identify **examples** of key ideas. (Include examples that work, as well as ones that do not work, and be able to explain *why* that is the case).

**Ways to Make Connections** (from Fleet, Goodchild, and Zajchowski 69):

1. Examine “**cause and effect**”
2. Identify “**classes and hierarchies**”
3. “**Compare and contrast**”
4. Understand how a **system** functions (how the parts work together as a whole)
5. Develop ideas in a **logical sequence**
6. Determine the **threshold** (“a critical point or value at which significant change occurs”)

In addition to the suggestions from Fleet et. al, it can also be helpful to try **relating** the information to **your own life** or **prior knowledge**

Sample Multiple Choice Questions that Use Bloom’s Taxonomy\_(from Nelson Education):

For student use. 2016

**1. Applying:** Taking what you already know and using that knowledge in a new situation.

**Key Terms:** Modify, demonstrate, solve, and apply

“Carlos is often involved in incidents of proactive aggression. His parents and teachers are most likely to reduce the amount of this proactive aggression if they use:

- a) Social-cognitive interventions
- b) The incompatible-response technique combined with negative reinforcement
- c) The incompatible-response technique combined with the time-out technique”

“If an individual at the pre-conventional level of moral reasoning had to choose between stealing and letting a loved one die, that person would most likely:

- a) Refuse to steal because he or she might be caught and punished for stealing
- b) Steal because there is a social obligation to protect the people we love
- c) Refuse to steal because it was against the role of being a citizen”

**2. Analysing:** Break down an idea into smaller parts and critically examine those parts to make meaning.

**Key Terms:** Distinguish, differentiate, compare/contrast, why, and how

“Harry Harlow (1959) found that baby monkeys attached themselves to a monkey doll covered with cloth, even when it fed elsewhere. This result  Freud’s psychoanalytic theory of attachment.

- a) Contradicted
- b) Was irrelevant to
- c) Strongly supported”

“Being quiet and respectable  a Canadian child’s peer acceptance, yet those traits  a Chinese child’s peer acceptance.

- a) Lowers / raise
- b) Raises / lower
- c) Lowers / lower”

**3. Evaluating:** Critically examine content to determine its value and/or draw conclusions.

**Key Terms:** Judge, justify, and evaluate

“Research exploring the relationship between cognitive development and moral reasoning level has shown:

- a) Formal operational reasoning is necessary for post-conventional moral reasoning
- b) Reaching formal operational reasoning assures progression to the post-conventional level
- c) Formal operational reasoning is necessary for conventional moral reasoning”

“Many studies show a positive correlation between amount of aggressive television viewed and aggressive behaviour. The conclusion that can be made from such correlational studies is:

- a) Viewing aggressive television cause children to behave more aggressively
- b) Causality cannot be assumed since aggressive children may favour aggressive programming
- c) That aggression is inherent in some children”

#### Works Cited

- Fleet, Joan, Fiona Goodchild, and Richard Zajchowski. *Learning for Success*. Third edition. Scarborough, ON: Thomson Nelson, 1999. Print.
- Krathwohl, David R. *A Revision of Bloom’s Taxonomy: An Overview*. Ohio State University, 2002. Print.
- Nelson Education. Chapters 2, 11, 14, 16. *Developmental Psychology: Childhood and Adolescence*. “Test Yourself.” Nelson, 2010. Web. 24 Oct. 2013.