



## Bloom's Taxonomy

**At what level are questions ACTUALLY testing you?**

Question type	Description	Bloom's levels
True/false	Presents a statement, and choose whether the statement is truthful. You may have to explain WHY if it is false.	Knowledge Comprehension
Matching questions	Involve paired lists that require you to correctly identify, or "match," the relationship between the items	Knowledge Comprehension
Multiple-choice	Asks you to choose from a list of possible answers. Most multiple-choice questions feature one correct answer, and two to four "distractor" choices that are not correct. <i>For more information, please attend our Writing Multiple Choice workshop</i> <a href="http://www.dal.ca/campus_life/student_services/academic-support/study-skills-and-tutoring/workshops.html">(<a href="http://www.dal.ca/campus_life/student_services/academic-support/study-skills-and-tutoring/workshops.html">http://www.dal.ca/campus_life/student_services/academic-support/study-skills-and-tutoring/workshops.html</a>)</a>	Knowledge Comprehension Application Analysis
Short-answer	Open-ended questions that require you to create an answer. Short-answer items typically require responses of one word to a few sentences. "Fill in the blank" and "completion" questions are examples of short-answer question types.	Knowledge Comprehension Application Analysis
Calculation	Presents a statement which includes variables from a formula that is being assessed. The particular instance has variables replaced by specific numbers so the calculation can be performed. Can also test understanding of dimensions appropriate to the calculation. Can also handle inexact responses - so you must be aware of the precision of answers!	Knowledge Comprehension Application Analysis
Translation	You are required to translate a passage from one language to another specified language observing the grammatical structure, idiomatic expression and literary tone of the piece.	Knowledge Comprehension Application Evaluation
Essay	Like short-answer, these are constructed-response questions. However, essay answers are typically much longer than those of short-answer, ranging from a few paragraphs to several pages. Often looks at over-arching themes and ideas from the entire semester. <i>For more information, please attend our Writing Essay Exams workshop</i> <a href="http://www.dal.ca/campus_life/student_services/academic-support/study-skills-and-tutoring/workshops.html">(<a href="http://www.dal.ca/campus_life/student_services/academic-support/study-skills-and-tutoring/workshops.html">http://www.dal.ca/campus_life/student_services/academic-support/study-skills-and-tutoring/workshops.html</a>)</a>	Knowledge Comprehension Application Analysis Evaluation Create
Comprehension 'Gobbets'	Asks you to respond to a passage or image, often without the prompt of a specific question. You will have to interpret (and sometimes identify) the passage/image and should be able to relate it to its wider context. These questions specifically test your ability to create answers and to make sensible links between specific items and wider academic debates.	Knowledge Comprehension Application Analysis Evaluation Create





Question type	Description	Bloom's levels
"Problem based"	You are asked to interpret information and make an informed decision as to what further information is required so that judgements, decisions and course of action can be decided upon.	Knowledge Comprehension Application Analysis Evaluation Create
"Simulation testing"	Use of a simulation capable of testing (in a controlled way) your ability to carry out a process.	Knowledge Comprehension Application Analysis Evaluation Create
"Performance"	Examination by performance raises particular difficulties of assessment and documentation. Performance-based assessments test your interpretation and presentation of material and observation of the conventions of genre (dramatic genre, scholarly presentation etc). You may be assessed on your ability to work as a group and to communicate to an audience.	Knowledge Comprehension Application Analysis Evaluation Create

Adapted from: University of Wisconsin-Madison, Teaching Academy, DoIT Academic Technology <https://tle.wisc.edu/> and University of Bristol, Research and Development IT Services, E-Learning and Assessment <http://www.bris.ac.uk/ilrt/>

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