

Bloom's Taxonomy

PEDAGOGY NOTES for these

Jobs Tests Preparation:

- **FPSC JUNIOR Teacher Females**
- **KPKPSC SST & ETEA Jobs**
- **FPSC/FGEI LECTURER 30 Marks**
- **FPSC/FGEI TGT & SST General**
- **Headmaster/Headmistress/
Vice Principal/ASDEO**
- **ALL PEDAGOGY EXAMS**

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(Lecturer Physics in HED Punjab)

گورنمنٹ جابز کی تیاری کے لیے پیڈ کلاسز جوائن کرنے
کے لیے دی کاسموس اکیڈمی کے آفیشل واٹس ایپ نمبر پر
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LECTURE # 07

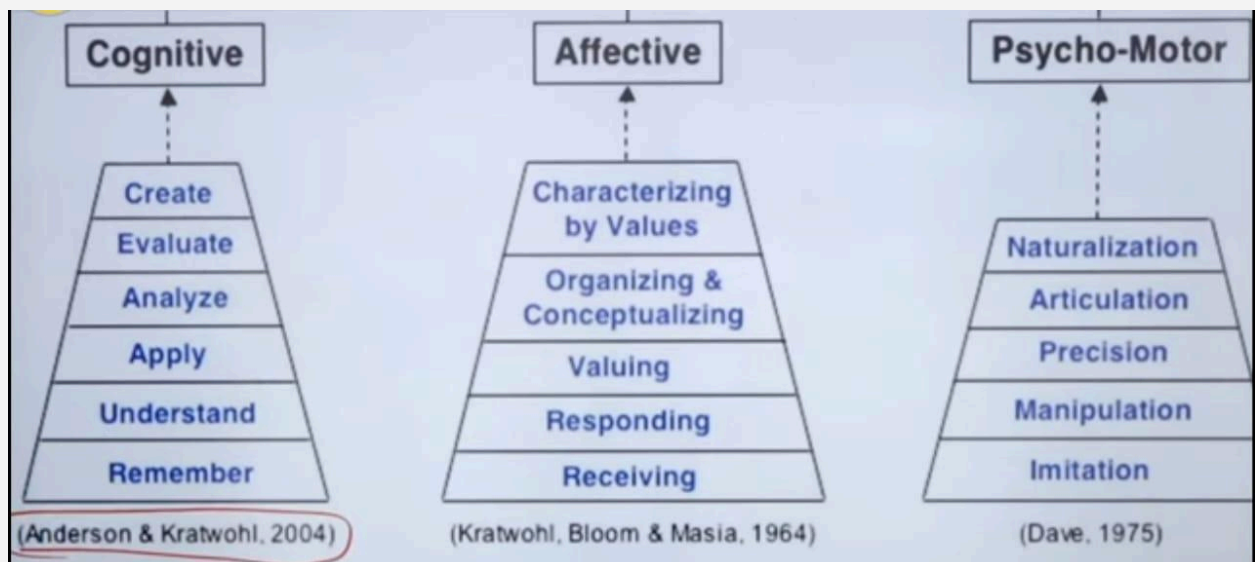
BLOOM'S TAXONOMY:

- This taxonomy was developed in **1956**.
- **Bloom's taxonomy** is a set of three hierarchical models used to classify educational learning objectives into **levels of complexity and specificity**.

- The three lists cover the learning objectives in **cognitive, affective and sensory domains or psychomotor.**
- The three hierarchical models are given as
 1. Cognitive Domain (**Brain**).
There are 6 levels in it.
 2. Affective Domain (**Heart**).
There are 5 levels in it.
 3. Psychomotor Domain.
(**Hand, Action**)
There are 6 levels in it.

(Trick to Remember the Hirerchical Models: CAP)





COGNITIVE DOMAIN:

It is the way to organize learning goals into different levels, like remembering, understanding, applying, analyzing, evaluating, and creating.

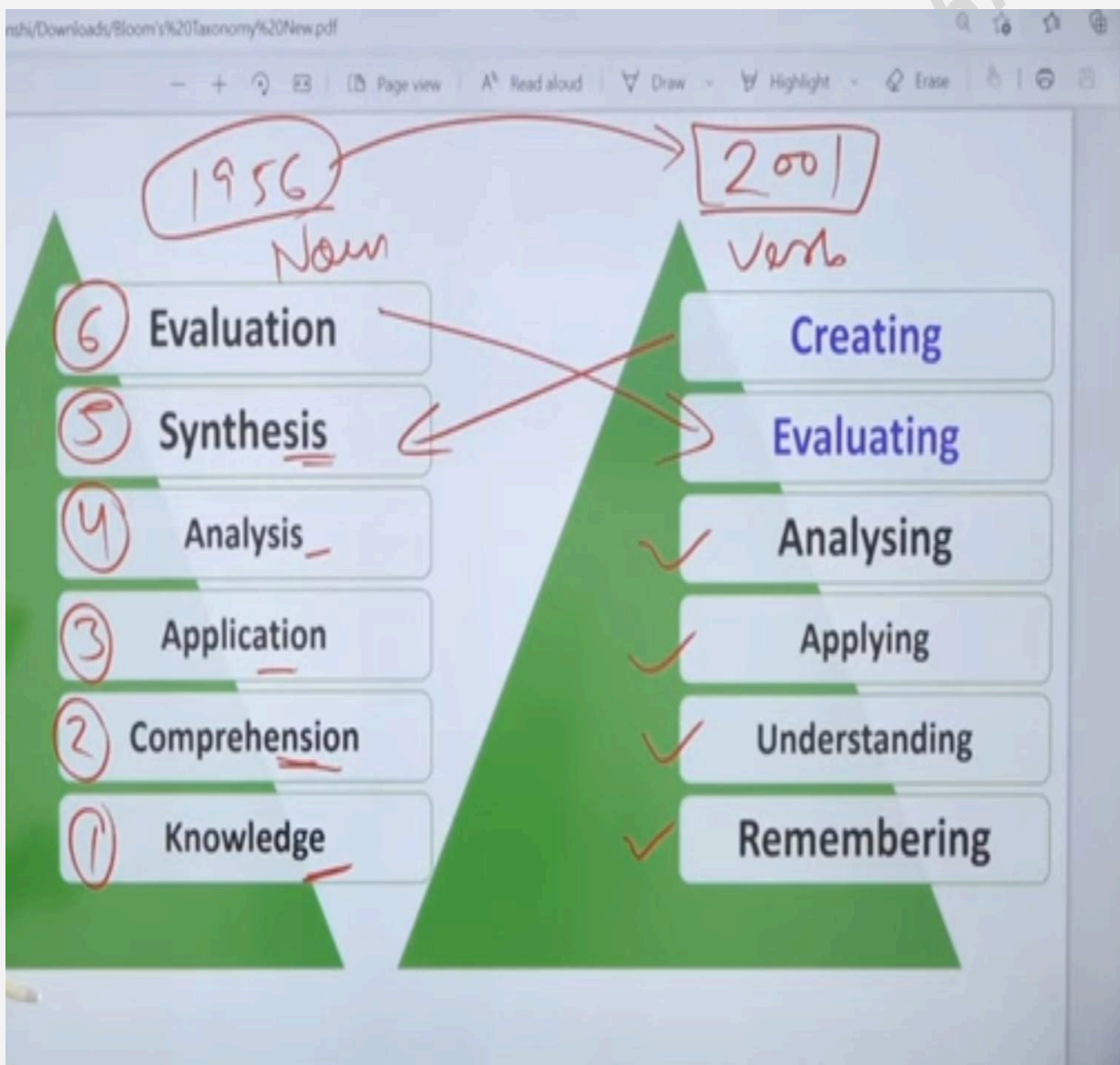
The Cognitive Domain involves the development of our mental skills.

The six hierarchy levels are given below.

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

- These levels are in **Noun form**.
- This taxonomy is developed in **1956**.

- In **2001**, this taxonomy modified and levels are changed from **Noun to Verb**.
- **The levels in Verb form are given as**
 1. Remembering
 2. Understanding
 3. Applying
 4. Analyzing
 5. Evaluating
 6. Creating



TRICK:-

6. Evaluation:

appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate

5. Synthesis:

arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

4. Analysis:

analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

3. Application:

apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

2. Comprehension:

classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,

1. Knowledge:

arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.

Now we will study these levels in detail.

1. Knowledge or Remembering:

- The ability to recall data and/or information.
(Define, identify, describe, recognize, tell, explain, recite, memorize, illustrate, quote)

All these words are related to Knowledge or Remembering.

2. Comprehension or Understanding:

- Comprehension is defined as the ability to grasp the meaning of

material.

(**Summarize, interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite**)

All these words are related to Comprehension or Understanding.

3. Application or Applying:

- Application refers to the ability to use learned material in new and concrete situations.

(**Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer**)

All these words are related to Application or Applying.

4. Analysis or Analyzing:

- At this point, they begin understanding the underlying structure to knowledge and also are able to distinguish between fact and opinion.

(**Contrast, Connect, Relate, Devise,**

Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart).

All these words are related to Analysis or Analyzing.

5. Evaluation or Evaluating:

- The evaluation level is where students make judgements about the value of ideas, items, materials and more.
(**Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe**).

All these words are related to Evaluation or Evaluating.

6. Synthesis or Creating:

- Ability to combine different components or elements to form a whole.
(**Design, Modify, Role-Play, Develop, Rewrite, Pivot, Modify, Collaborate, Invent, Write**).

All these words are related to Synthesis or Creating.

MCQs OF BLOOM'S TAXONOMY:-

1. Which of the following is a domain of learning?
- a. Experiential
 - b. Affective
 - c. Spiritual
 - d. Professional

Correct Answer: option b. (Affective)

2. The 'doing' aspect of behavior falls in the:
- a. Cognitive domain of learning
 - b. Affective domain of learning
 - c. Conative domain of learning
 - d. Psychological domain of learning

Correct Answer: option c.

3. A student is aggressive in his behavior towards his peer group and does not conform to the norms of the school.

This student needs help in:

- a. Cognitive domain**
- b. Psychomotor domain**
- c. Affective domain**
- d. Higher order thinking skills**

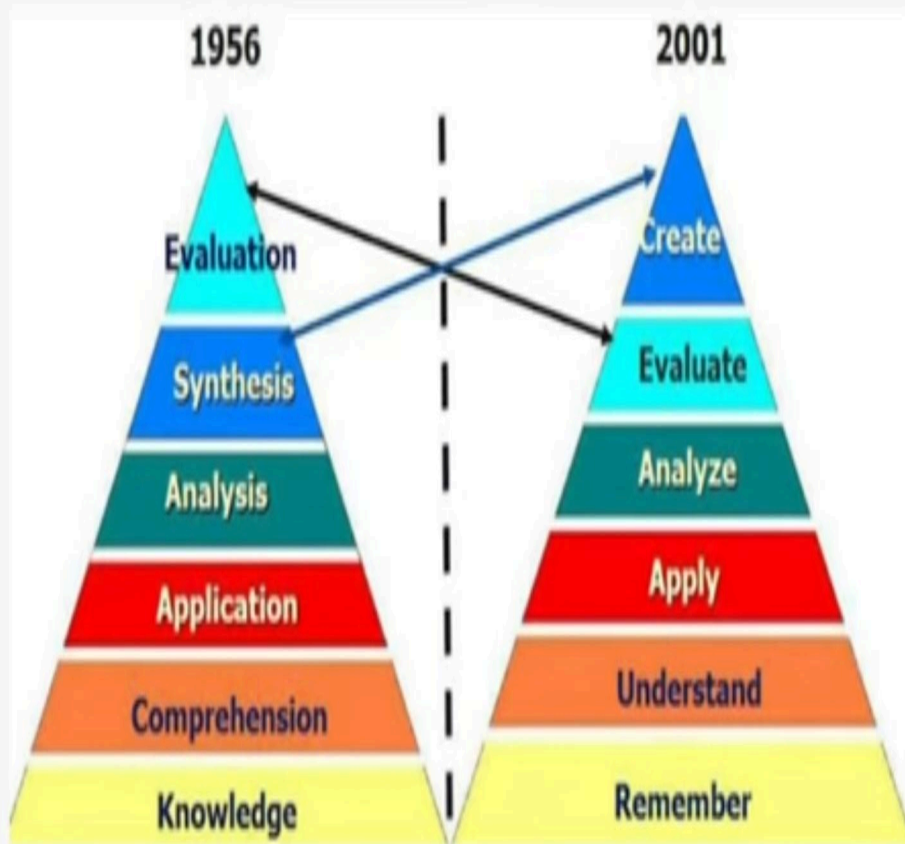
Correct Answer: option c.

4. Which of the following cognitive verbs are used to analyze information given?

- a. Differentiate**
- b. Classify**
- c. Describe**
- d. Identify**

Q. According to the revised Bloom's taxonomy, which of the following categories is considered to be highest for the learner?

1. Understand
2. Apply
3. Analyze
4. Create ←



Q. Based on taxonomy of educational objectives, the ability to understand the meaning of material is known as _____.

1. Knowledge
2. Responding
3. Comprehension ←
4. Application

Q. The-correct sequence of objectives of affective domain according to Bloom's Taxonomy is

1. Receiving → Responding → Valuing → Organisation → Characterisation ←
2. Receiving → Valuing → Responding → Organisation → Characterisation
3. Receiving → Organisation → Characterisation → Valuing → Responding
4. Valuing → Receiving → Organisation → Responding → Characterisation

The

Q. The ability to use learnt material in a new situation by the child making use of his previous knowledge to solve the problem is called _____.

1. Analysis ✓
2. Synthesis ✓
3. Application ←
4. Knowledge

The

Q. Identify the correct sequence of cognitive behaviours in the taxonomy of educational objectives:

- a) Knowledge
- b) Application
- c) Understanding
- d) Analysis
- e) Synthesis

Choose the correct answer from the options given below:

- 1. a, b, c, d and e
- 2. d, e, a, b and c
- 3. a, c, b, d and e ←
- 4. d, e, a, c and b

Q. According to Bloom's taxonomy which option is incorrect for the preparation of objective based questions?

1. Analysis
2. Evaluation
3. Self-actualization ←
4. Application

The

Q. Which of the following levels of cognitive domain are responsible for divergent thinking processes?

1. Knowledge, Comprehension, and Application
2. Analysis, Synthesis and Evaluation ←
3. Knowledge, Analysis, and Evaluation
4. Comprehension, Analysis, and Evaluation

The

Q. The question, "How would you prove that the earth is round or not round?" is based on the _____ objective.

1. Comprehension
2. Evaluation
3. Application
4. Synthesis

Skill ✓

Decide

Assess

Compare

The

Q. According to bloom's taxonomy of educational objectives, the lowest level of cognitive domain is:

1. analysis
2. evaluation
3. comprehension
4. knowledge ←

The

Q. This domain deals with the emotions, attitudes and interests of the students

1. Affective ←
2. Cognitive
3. Psychomotor
4. Developmental

The

Bloom's taxonomy
MCQs

The classification of cognitive domain was presented by which of the following scientist?

Benjamin S. Bloom

A Skinner

B Benjamin S. Bloom

C Krathwhol

D John Dewey

Bloom's taxonomy
MCQs

The focus of Bloom's taxonomy is on:

Educational objectives

A Educational evaluation

B Educational content

C Educational methodology

D Educational objectives

Bloom's taxonomy MCQs

Taxonomy of educational objectives was presented in

1956

A 1947

B 1956

C 1954

D 1958

Bloom's taxonomy MCQs

Bloom's taxonomy is a set of ____ learning domains

Three

A Two

B Three

C Four

D Five

Bloom's taxonomy MCQs

The simplest skill in cognitive domain of Bloom's taxonomy is

Remembering

A Remembering B Understanding

C Evaluating D Synthesizing

Bloom's taxonomy MCQs

The most complex skill in cognitive domain of Bloom's taxonomy is

Evaluating

A Remembering B Understanding

C Evaluating D Synthesizing

Bloom's taxonomy MCQs

To break information into parts and to examine the information is called

Analyzing

A Analyzing

B Originating

C Understanding

D Evaluating

Bloom's taxonomy MCQs

To compile the information into pattern and propose a plan is called

Synthesizing

A Evaluating

B Synthesizing

C Analyzing

D Originating

**Bloom's taxonomy
MCQs**

The mechanism to determine the worth of a thing is called ____?

Evaluation

A Assessment

B Measurement

C Evaluation

D None

**Bloom's taxonomy
MCQs**

Cognitive domain has how many subgroups ?

six

A Two

B Four

C six

D Five

**Bloom's taxonomy
MCQs**

To grasp the meaning of the material is called ____?

Comprehension

A Understanding

B Application

C Comprehension

D Knowledge

**Bloom's taxonomy
MCQs**

To break down material into modules to identify its organizational structure is called?

Analysis

A Comprehension

B Synthesis

C Application

D Analysis

Bloom's taxonomy MCQs

Which domain is concerned with physical movement, and practice of the motor-skill areas?

Psychomotor Domain

A Affective Domain

B Cognitive Domain

C Evaluative Domain

D Psychomotor Domain

Bloom's taxonomy MCQs

Affective domain is divided into how many subgroups?

Five

A Two

B Three

C Four

D Five

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1. Benjamin Samuel Bloom an American educational psychologist was born in Lansford, Pennsylvania on February 21, _____.

- A) 1913
- B) 1914
- C) 1915
- D) 1916

