Using Bloom’s Taxonomy in Constructing Multiple Choice Questions

Level 1: Knowledge
Require students to simply recognize learned knowledge from a list of possible answers.

Example:
The cue column and the summary area are part of:
   A. Outlining.
   B. Think Links.
   C. The Cornell System.

Level 2: Comprehension
At this level, knowledge of facts, theories, procedures, etc. is assumed, and one tests for understanding of this knowledge.

Example:
If you are asked to analyze a statement for an essay question, you are being asked to:
   A. Use evidence to show the statement is true in every situation.
   B. Give your opinion about the value or worth of the statement.
   C. Break the statement into parts and discuss each part separately.

Level 3: Application
In order to classify a question into this group, ask yourself if prior knowledge of the background to the question is assumed to be both known and understood, and whether one is merely expected to apply this knowledge and understanding.

Example:
The best example of a critical thinking path is
   A. Listening to a band, discussing with your friends why it was such a good concert, and writing a critique of the band for the local newspaper.
   B. Discussing with your friends why a band is so good, going to listen to the band, and then writing a critique of the band for the local newspaper.
   C. Listening to a band, writing a critique of the band for the local newspaper, and then discussing with your friends why they are so good.