## Overview

Effective exam preparation involves more than strategizing for particular test formats, such as multiple-choice or essay.

Commonly referred to as “Bloom’s Taxonomy,” the framework outlined at right has remained popular with teachers and students alike since the publication of Taxonomy of Educational Objectives in 1956 and its revision in 2001 as A Taxonomy for Teaching, Learning, and Assessment.

## Objectives

Use the table as a guide to assess your comprehension of readings, lecture notes, and other course materials. By creating and answering questions from a variety of categories, you can better anticipate and prepare for all types of exam questions.

## Question Category | Purpose | Study Methods
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**Remember** | For recall of foundational or factual information: names, dates, formulas, definitions, components, or methods. | ➢ Make flashcards  
➢ Draw diagrams

**Understand** | To demonstrate knowledge at a deeper level; typically this requires a significant investment of time, thought, or a varied approach to a subject. | ➢ Discuss content with a partner  
➢ Consider the underlying objectives of homework, not just the answers  
➢ Focus on “why” questions

**Apply** | To recognize or use concepts in real-world situations. To address when, where, or how to employ methods and ideas. | ➢ Seek concrete examples of abstract ideas  
➢ Work practice problems and exercises

**Analyze** | To break a topic or idea into components or examine a subject from different perspectives. To shift from “whole” to “parts.” | ➢ Generate a list of contributing factors  
➢ Take alternate approaches

**Synthesize** | To consider individual elements together for the purpose of drawing conclusions, identifying themes, or determining common elements. To shift from “parts” to “whole.” | ➢ Generalize information from lectures and readings  
➢ Condense and re-state content in one or two sentences  
➢ Compare and contrast

**Evaluate** | To form an opinion, assign value, develop an argument, or judge merit. Often there is not a clear or correct answer to this type of question. What do you think and how do you support your position? | ➢ Make note of your reactions as you read and study  
➢ Decide if you like, dislike, agree, or disagree with an author or a decision  
➢ Consider what you would do if asked to make a choice

**Create** | To design, invent, offer alternative solutions, or combine elements into a new pattern. | ➢ Build a model  
➢ Design an experiment

## Practice

Classify each test question below by the type of question described in the table. Assume that lectures and course materials didn’t supply direct answers to questions 1-6. Answers are on the left side of this page.

1. Explain the effects of inflation, political instability, and recession on the price of gold.
2. Do you consider the protagonist a hero? Defend your answer.
3. Using natural selection theory, explain why we might not see any new Puriri trees in the future.
4. Outline an alternative system to the electoral college. Your proposal must be original.
5. Why does the federal government collect taxes rather than print money as needed?
6. What do stage theories have in common?
7. What is an oligopoly?