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Sub-theme: New Assessment Methodologies in Higher Education

Use of Bloom's taxonomy to assess students' performances effectively in written examinations

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Abstract

Bloom's Taxonomy is widely used, to bring out thinking ability in students, as an assessment method. In this article we emphasize on four types of methods popularly used in assessing intended learning outcomes in written examinations. How questions should be structured in each level of cognitive domain is discussed with an example in Multiple Choice Questions (MCQ), Short Answer Question (SAQ), Structured Type Questions (STQ) and Essay Type Questions (ETQ). Common biological applications were used as example questions. The questions were developed to show how students' thinking ability was brought out when questions were structured in line with levels of cognitive domain in Bloom's Taxonomy. In conclusion, this paper conveys how application of Bloom's Taxonomy helps in developing complete answers which come out not from the students' memory but from applying, analyzing, synthesizing and evaluating.

Keywords: Bloom's Taxonomy; Multiple Choice, Short Answer, Structured, Essay

Introduction

One of the main objectives in teaching is to promote thinking ability in learners. When a theory is taught targeting to further thinking, which leads to development of new knowledge, is highly effective. To encourage this Benjamin Bloom and co workers (1956) introduced Bloom's Taxonomy. Using Bloom's Taxonomy concepts, processes, procedures and principles are analyzed and evaluated when designing curricular in educational programmes (Nobel, 2004). Bloom's Taxonomy uses multi-tiered scales in three aspects to describe the level of knowledge required to achieve each measurable student outcome. It will allow assessment techniques to be undertaken for the designated course learning outcomes by organizing it according to the Bloom's Taxonomy. It mainly deals with learning which takes place in multiple domains such as cognitive (knowledge and mental skills), psychomotor (motor skills), and affective (feelings, values, dispositions, attitudes) are widely accepted (Haq Nawaz Anwar, Malik Muhammad Sohail 2014). In 2001 Lorin Anderson made changes to cognitive domain in blooms taxonomy based on findings of cognitive science following the original publication. In the later version, the levels are designated as *remember*, *understand*, *apply*, *analyze*, *evaluate*, and *create* (O'Neill, and Murphy 2010). This paper was written with the objective of describing how levels of cognitive domain can be used to construct different types of questions to bring out thinking ability of students in written examinations.

Cognitive Domain

The structure of this domain as introduced by Bloom and his collaborators (Bloom, et.al,1956) consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as “skills and abilities,” having the knowledge as the base for putting these skills and abilities into practice. When it is organized in a triangle knowledge is the bottom most level and it rises with six levels becoming more complex.

Affective Domain

Unlike cognitive domain the affective domain deals with a person’s emotions. Studying this domain, students normal and abnormal behavior can be identified and necessary actions can be implemented.

Psychomotor Domain

This domain addresses the physical abilities of a student such as coordination, and motor-skill usage. As this has much physical inputs developing the skills involved with the practice. (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>).

The Cognitive Domain

Categories and steps of Cognitive Domain are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Within this domain memory recall, understanding about the information, apply gathered knowledge, divide the knowledge into sections and thinking further, create new ideas and students will make new knowledge (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>).

Cognitive domain and assessing performances

Students performances are assessed in various ways as exams, information gathered in assessment portfolios (Wickramasinghe and Peiris, 2015), assignments, viva voce, thesis defence examinations either during or end of the semester. Examinations are designed to evaluate the intended learning outcomes. The evaluations appear within the frame of cognitive domain. The lower part of the pyramid evaluate the students memory power and when entering to each step the evaluation will be more of applications, analysis and creativity. Questions in written examinations are one of the methods of evaluating students’ performances and it can be addressed very effectively if the questions are developed considering the categories of the Bloom’s Taxonomy. In the most popular way of written examinations several types of questions are included to evaluate intended learning outcomes of students. This includes multiple choice questions (MCQ) Short Answer Questions (SAQ), structured type questions (STQ) and essay type questions (ETQ). In this paper we would like to elaborate on these four types of questions which will appear in written exam paper.

Multiple Choice Questions

We would like to use some information about spider monkeys as an example to develop the MCQ questions.

Tropical rain forests in Central and South America up to Mexico are the habitat of Spider monkeys (of several species). They have long, limbs and the most prominent feature on the spider monkey's body is long, prehensile tail that enable them to move easily from tree to tree. Tail facilitates movement through the dense vegetation. Spider monkeys are named that way because they hang from the trees by holding different branches with their limbs and long tails, "shaped" like spiders. Spider monkeys do not have a thumb. Their four fingers are in different sizes and curved to look like a hook, which is special adaptation to the life in the forest. (<http://animals.nationalgeographic.com/animals/mammals/spider-monkey/>)

Knowledge

Question: How many fingers do spider monkeys have in one hand?

- a. Two
- b. Three
- c. Four
- d. five

Here only the memory is tested which is appropriate in the level of knowledge in cognitive domain.

Comprehension

Question: What is the statement which explains a spider monkey's fingers in one hand?

Answers:

- a. They have 4 fingers and all are the same size.
- b. They have 4 fingers and all in different sizes.
- c. They have 5 fingers and all are the same size.
- d. They have 5 fingers and two are different in size.

In the level of comprehension same knowledge can be tested in a way in which to find out whether the student comprehend about it. Students have to give the number of fingers and its disparity or similarity. If the teacher has just talked about number of fingers students may not remember. However, if the teacher had described the size of fingers comparing all four fingers there is higher possibility to give a correct answer as students comprehend the sizes of fingers and their disparity in size.

Application

Question: Spider monkeys use their hands in similar way as human beings do. However, there is a difference between **anatomies of hands**. Select the correct answer which describes the **disparity**.

Answers:

- a. Spider monkeys' limbs are longer than humans' limbs.
- b. Spider monkeys have no thumbs where as humans have thumbs.
- c. Human fingers and toes are in difference sizes whereas the spider monkeys fingers and toes are the same size
- d. Spider monkeys use their tails to hold on to things where as humans do not have tails.

Students should be able to apply the knowledge gathered about spider monkey fingers in the class room. It can be tested using the above question. Answering this question they will think about the anatomy of the hand of both spider monkeys and their own. They apply the knowledge gathered in real life situation.

Analysis

Question: Select the correct answer which emphasizes the use of fingers special to spider monkeys.

Answers:

- a. As the fingers are curved they can hold the branches very firmly.
- b. They use the toes but not fingers to hold when swinging to jump long distances.
- c. As the fingers are long and slender they facilitate fish out food from water sources.
- d. Their fingers are used to dig holes in trees to find food.

Students should be able analyze a situation in order to answer this question. They can use the information gathered in the class room about the spider monkeys and analyze accordingly. In this question it is not just the number of fingers they should know. They should know for what they use fingers effectively. Still all about spider monkeys fingers however students have to analyze the use of fingers and their best use.

Synthesis

Question: What is the feature of their fingers which shows adaptation to the life in the forest?

Answers:

- a. Use of the tail to hold branches.
- b. Their four fingers are curved and look like a hook.
- c. Lack of thumb in the hands.
- d. Fingers can be used to grab things very easily.

This MCQ question will allow students to think the structure of the fingers. Just the memory will not be enough to answer the question. Answer to this question should come out after thinking sometime. Even if they know that the spider monkeys lack a thumb by memory and they have four fingers they should synthesize a situation how the monkey's fingers help them adapt to forest environment.

Evaluation

The benefits of adaptations of their fingers lead to:

- a. grabbing tree branches in a situation where predators are chasing.
- b. eating fruits and leaves well without dropping much.
- c. scratching the enemy quickly and escape for survival .
- d. grabbing many items in one hand such as branches and fruits at one time.

Students have to analyze the situations thinking about the structure of the hand and fingers and their use and evaluate the most beneficial use.

Short Answer Questions

Short answer questions require answers which are concise, accurate, aiming directly at the question. Students should read the question carefully to answer the short answer questions accurately. It is possible that students to write answers which are irrelevant if the questions are not properly understood. However, the answers can be in higher order of the cognitive domain as they are in descriptive form even it is short (Clay and Root, 2001).

Some knowledge about photosynthesis are used to generate question for short Answers Questions as an example.

Knowledge

Question: Define photosynthesis.

Here it is only necessary to write what photosynthesis is. Which can be done by recalling memory.

Comprehension

Question: Explain why photosynthesis does not take place during night time.

This need some comprehension. Teacher explains the whole procedure of photosynthesis but never say it does not occur during night time. However, teacher's description about the photosynthesis is enough to comprehend and answer correctly.

Apply

Question: Explain how the plants, which do not have green colour prominently, photosynthesize?

This answer has application of other situations. Which teacher may not have directly talked about. But teacher may have talked about pigments involve in photosynthesis. Hence students can apply that knowledge.

Analyze

Question: Explain the relationship of temperature on accumulation of photosynthate in relation to rate of respiration.

The answer should include the analysis of situations such as high and low temperature and what happened to carbon assimilation and how respiration is involved in this.

Synthesis

Question: Describe why crop yield in a given land area in tropical countries are lower when compare to temperate counties.

To develop the answer students have to synthesis reasons from known facts such as high night time temperature, respiration rate and their relationships etc.

Evaluation

Question: Briefly explain photosynthesis systems which reduce photorespiration.

Students have to evaluate other photosynthesis systems such as C₄ and CAM in order to give a successful answer. In that context, further thinking on comparison of three photosynthesis system is required. This indeed needs evaluation of the photosynthesis process and its differences among three systems with the basic knowledge.

Structured Type Questions

In structured type questions all the steps of cognitive domain can be used. Structured questions should be similar to essay type questions in content but with four or five sections. As a practice questions are set as first few sections in one question are to be easy and quick answers are expected. These questions can be memory recalling and in the category of knowledge of the cognitive domain. Gradually descriptive answers can be expected and questions can be develop keeping the levels of cognitive domain in mind. However, questions should be designed appropriately within ILO s to get the expected level of answer. When answers are put together it should have flow as if it is one essay type question.

We would like to get an example of plant tissue culture technique for the structured type question.

Plant tissue culture was first introduced by Gottlieb Haberlandt in 1092, is known as the father of plant tissue culture. This technology is based on the unique ability of plant cells, to regenerate a whole plant from a single cell, known as 'totipotency' In order to regenerate, grow and multiply plant parts should be grown in an artificial medium which contains all required elements, water, vitamins, sugar and growth regulators. By manipulating growth regulators such as cytokinins and auxins in the medium plants parts can regenerate embryos, shoots and roots. Cytokinin, Benzyle Amino Purine (BAP) in particular multiply true to type shoots in large numbers through sub

culture. Auxins can be applied to get callus and roots. This can be applied to produce large numbers of true-to-type uniform saleable plants within a short period of time continuously.

Knowledge

Question: Who is the father of plant tissue culture.

Just by recalling the name students can answer.

Comprehension

Question: Describe totipotency.

Students have to think about it little more by comprehending ability of plant cells.

Apply

Question: Discuss the difference between the growing medium of plants in *in-vivo* (normal condition) and the plants growing *in vitro* (inside glass).

Students have to apply their knowledge in growing plants outside. As outside plants undertake photosynthesis and vitamin synthesis they are not given sugar and vitamin. Students have to first indicate the differences and discuss the reasons in order to get full marks.

Analyse

Question: Describe the effects of plant tissue culture medium on regeneration of plants.

The students should include the requirements of the medium, specially the plant growth regulators and how they are manipulated to get callus followed by embryos, adventitious shoots and adventitious roots. This would be a quite comprehensive answer with analyzing the situation of requirements of plant growth regulators, their types, concentrations and at what stage these growth regulators should be applied so on. This cannot be done just by memory recalling or comprehending on what teacher has said in the class. They have to have a thorough knowledge on how plant growth regulators affect embryogenesis and organogenesis.

Evaluation

Question: Explain how plant growth regulators can manipulate the target number of saleable plants.

This is a question where they have to show the output. In order to get a target output a certain plant growth regulators (cytokinins- BAP) should be applied in the medium for shoot multiplication. They have to discuss the performances of cytokinin, a particular type, and how the concentration affect the multiplication. If too much is added for too long it can have disorders and plants will not be salable. Hence they should show when to stop growth regulators and when to add the rooting growth regulators so on.

The answer for this question is quite lengthy and lot of evaluations of different situations are involved.

Essay Type Questions

Essay type questions are unstructured questions that are open and students have to construct the answer using some or all the levels of cognitive domain. Hence these answers have an appeal of quality. They do not require pre-defined categories and they allow the students to express their views openly. However, this openness can be advantageous as well as disadvantageous. Open-ended questions, produce a higher cognitive load in the sense that the students have to think harder to construct an answer. This can create a lower response rate and sometimes lesser quality answers. On the other hand, they can produce rich insights that provide in depth meaning to in contrast to structured questions.

We would like to get the same example as structured type question, which is related to plant tissue culture.

Question: Discuss the role of growth regulators in plant tissue culture when a targeted amount of plants are to be sold during a designated time period. You can select any fruit crop to develop your answer.

In this question students have to have a thorough knowledge about basics of effects of growth regulators in plant tissue culture. They also have to apply the knowledge gathered on how plants are multiplied and rooted using growth regulators. Also they should know the correct amount to be applied and if not their short term and long term repercussions on a particular crop. They have to synthesize the answer targeting an amount to be sold and the time period required. They can describe how time period can be manipulated with growth regulator concentration. Evaluations should also be done with the quality of plants and its relationship to reducing growth regulators in correct time.

Conclusions

Application of Blooms Taxonomy should be in line with the learning outcomes of the module being tested. The Blooms Taxonomy principles serve as guidelines to the staff developing the question paper but it is largely left to them to bring out a balanced question paper as the final outcome. Bloom's Taxonomy can be applied to all popular types of questions given in written examinations making students to think effectively and analytically and become more creative.

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