

Levels of Understanding Assessed by Multiple Choice (Objective) Questions

During the 1948 convention of the American Psychological Association, a group of educational psychologists decided it would be useful to classify different levels of understanding that students can achieve in a course. In 1956, after extensive research on educational goals, the group published their findings in a book edited by Harvard professor Benjamin S. Bloom. Bloom's book lists six levels of intellectual understanding, summarized below.

Level	Nature of Understanding in the Level
Knowledge	Recognizing and recalling information, including <ul style="list-style-type: none">• dates, events, persons, places• terms, definitions• basic facts, principles, theories• methods and procedures.
Comprehension	Understanding the meaning of information, including <ul style="list-style-type: none">• restating in your own words• translating from one form to another (e.g., numbers into words)• interpreting, explaining, summarizing
Application	Applying general rules, methods, or principles to a new, specific situation, including <ul style="list-style-type: none">• classifying something as a specific example of a general principle• using an appropriate formula to solve a problem
Analysis	Identifying the organization and patterns within a system by identifying its component parts and the relationships among the components.
Synthesis	Discovering or creating new connections, generalizations, patterns, or perspectives.
Evaluation	Using evidence and reasoned argument to judge how well a proposal would accomplish a particular purpose.

Source: Laurie Roades, CalPoly, adapted from Bloom, B.S. (Ed.) (1956). *Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain*. New York ; Toronto: Longmans, Green