# Bloom’s Taxonomy Tool: Assessment Ideas

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## Description:

This Tool is a crib-sheet of different assessment types that could fit within the different dimensions of Bloom’s Taxonomy of the Cognitive Domain. It is designed to help tutors select appropriate assessments and ensure that that are effectively levelled, as well as relevant to their discipline, and which are measurable.

## Instructions for Use:

Use the tables below to identify the activity that your assessment targets (for example, does your assessment ask your students to apply something? Analyse something? Etc.). Within each area of the Taxonomy, you will find a list of different assessment types that are suitable for different activities and which could potentially be linked to an assessed learning outcome. Select the assessment type that is most appropriate for the assessment – if the assessment requires students to appraise something, use a type that allows students the opportunity to do that.

If you find this resource useful, please feel free to share with others. Please do so, while also retaining this cover sheet. If you are using this resource from outside the University of Liverpool, we would ask you to attribute our text – thank you.



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# Bloom’s Taxonomy Tool: Assessment Ideas

Use this tool to help identify some ideas for assessment types based on the type of activity they allow students to perform. The tool is arranged into a hierarchy of Blooms’ Taxonomy of the Cognitive Domain, starting with ‘Knowledge’ as the lowest cognitive activity within the Taxonomy, and working all the way up to ‘Synthesis’ as the highest.

Use the tables below to explore the different levels within the Taxonomy, each of which corresponds to the types of assessment that allow students to evidence the activity within that level. Each section provides a list of potential assessments that effectively sit at that level and which could constitute a task or activity that your students could perform in that assessment context.

You should bear in mind that some verbs may overlap different areas of the Taxonomy depending on their use-context.

## Knowledge

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| --- | --- | --- | --- | --- |
| MCQs | Short Answers | Spot Tests | Posters | Quizzes |
| Competitions | knowledge | Exams |  |  |
|  |  |  |  |  |
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## Comprehension

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MCQs | Reports | Short Answers | Discussions | Posters |
| Short Essays | Presentations | Blog Posts | Wikis | Resources |
|  |  |  |  |  |
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## Application

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| --- | --- | --- | --- | --- |
| Forecasts | Demonstrations | Role Plays | Simulations | Projects |
| Lab Projects | Experiments | Case Studies | Essays | Resources |
| Models | Data Analyses | Research |  |  |
|  |  |  |  |  |

## Analysis

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| --- | --- | --- | --- | --- |
| Data Analyses | Surveys | Case Studies | Essays | Reports |
| Discussions | Debates | Seminars | Lit. Reviews | Lab Projects |
| Experiments |  |  |  |  |
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## Evaluation

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| --- | --- | --- | --- | --- |
| Research | Critiques | Appraisals | Essays | Conclusions |
| Reflections | Recommendations | Lit. Reviews | Peer Reviews | Reports |
| Data Analyses |  |  |  |  |
|  |  |  |  |  |

## Synthesis

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| --- | --- | --- | --- | --- |
| Lit Reviews | Data Analyses | Research | Case Studies | Experiments |
| Lab Projects | Action Plans | Reflections | Recommendations | Dissertations |
| Theses |  |  |  |  |
|  |  |  |  |  |