| **EOL** | **Bloom’s Level** | **Assessment item** |
| --- | --- | --- |
| 3 | Remembering | What are the two general characteristics that apply to all learning objectives?   1. Accurate and measurable 2. Descriptive and accurate 3. Measurable and descriptive 4. Observable and measurable |
| 1 | Remembering | Which statement most accurately defines a learning objective?   1. A single statement describing what learners will know, understand, or be expected to do as a result of a learning asset’s intervention. 2. A multi-sentence statement that measures what learners will know, understand or be expected to do as a result of a learning asset’s intervention. 3. A single statement describing how the learner is observed as he/she works through the learning asset. |
| 2 | Remembering | Which of the following is a correctly written objective?   1. The learner will be able to understand the concept of a state. 2. The learner will be able to know the 50 US states. 3. The learner will be able to locate Michigan, Arizona, and Texas on a map. 4. The learner will be able to think about the relationship between the Analysis and Design phases of the ADDIE process. |
| 3 | Remembering | Describes the general characteristics of a learning objective:  \_\_­­­­­­­­\_T \_\_\_F Share common subject-verb-object structure.  \_\_\_T \_\_\_F Describe a behavior that learners are unable to demonstrate without the intervention of the learning asset.  \_\_\_T \_\_\_F Dictate all the choices that are made in the design and development of a learning asset. |
| 4 |  | When considering the relationship between the Analysis phase and the Design phase:  \_\_\_T \_\_\_F The needs analysis describes the performance gaps that the Design phase will address.  \_\_\_T \_\_\_F The job task analysis delineates each discrete enabling objective to be used in the Design phase.  \_\_\_T \_\_\_F The learner analysis **always** informs the Design phase of the prior-knowledge, experiential, and educational background of the target audience.  \_\_\_T \_\_\_F An outcome of the job task analysis is a list of desired performance competencies that inform the Design phase in the development of TOs and EOs.  \_\_\_T \_\_\_\_F There is no real direct relationship between the Analysis phase and the Design phase. |
| 5 | Understanding | Match the following levels of Bloom’s Taxonomy to their respective descriptions.  Bloom’s Levels Descriptions   1. Evaluating Recall information (4) 2. Applying Explain ideas and concepts (6) 3. Creating Justify a stand or a position (1) 4. Remembering Use information in a new way (2) 5. Analyzing Create a new product or point of view (3) 6. Understanding Distinguish different parts (5) |
| 6 | Remembering | Beginning with the lowest cognitive level of Bloom’s Taxonomy, order the levels in ascending order using the numbers 1 through 6.    Applying (3)  Creating (6)  Evaluating (5)  Remembering (1)  Analyzing (4)  Understanding (2) |
| 7 | Remembering | Label each set of verbs with the most appropriate level of Bloom’s Taxonomy.  Applying (e)  Creating (a)  Evaluating (f)  Remembering (b)  Analyzing (c)  Understanding (d)   1. Generating and producing [creating] 2. Recognizing and recalling [remembering] 3. Differentiating and organizing [analyzing] 4. Interpreting and summarizing [understanding] 5. Executing, implementing [applying] 6. Checking, critiquing [evaluating] |
| 8 |  | When addressing how an action should be defined in a learning objective:  \_\_\_\_T \_\_\_F The hierarchical nature of Bloom’s Taxonomy is crucial to the organization and structure of all actions.  \_\_\_T \_\_\_\_F The action should contain a knowledge dimension that correlates to the level of Bloom’s Taxonomy.  \_\_\_T \_\_\_\_F The action usually contains a verb.  \_\_\_\_T \_\_\_F The action should reflect the appropriate cognitive level as measured by Bloom’s Taxonomy. |
| 9 | Remembering | Match the following dimensions of learning to their respective descriptions.  Knowledge Dimensions Descriptions   1. Factual Knowledge terminology or specific details and elements (1) 2. Metacognitive Knowledge subject-specific skills, techniques, and methods (4) 3. Conceptual Knowledge knowledge of the process of thinking, self-knowledge (2) 4. Procedural Knowledge classifications and categories, theories, models, structures (3) |
| 10 | Understanding | Given the knowledge/cognitive process dimensions chart below, enter the number of the cell in which this objective would be placed: ***The learner will be able to create a flow chart depicting the cardiopulmonary resuscitation (CPR) process.***   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Knowledge Dimension** | **Cognitive Process Dimension** | | | | | | |  | *Remember* | *Understand* | *Apply* | *Analyze* | *Evaluate* | *Create* | | *Factual Knowledge* | A1 | A2 | A3 | A4 | A5 | A6 | | *Conceptual Knowledge* | B1 | B2 | B3 | B4 | B5 | B6 | | *Procedural Knowledge* | C1 | C2 | C3 | C4 | C5 | C6 | | *Metacognitive Knowledge* | D1 | D2 | D3 | D4 | D5 | D6 | |
| 11 | Understanding | When considering the object of a learning objective:  \_\_\_T \_\_\_F Objects reflect the knowledge that the learner will be expected to demonstrate.  \_\_\_T\_\_ \_F Objects are classified by a cognitive dimension.  \_\_\_T \_\_\_\_F Objects are classified by a knowledge dimension. |
| 11 | Remembering | The Knowledge Dimension:   1. includes the factual, conceptual, procedural, and metacognitive. 2. Includes the factual, concrete, procedural, and metacognitive. 3. Includes the factual, intuitive, procedural, and metacognitive. |
| 12 | Understanding | Using the validation chart below, decide whether the following three objectives are valid.  *\_\_\_\_Yes \_\_\_\_No The student will be able to convert temperatures from Fahrenheit to Celsius.*  *\_\_\_\_Yes \_\_\_\_No Will be able to change the oil in a car.*  *\_\_\_\_Yes \_\_\_\_No Will understand the difference between a solid and a broken yellow line on a highway.*   |  |  | | --- | --- | | **Criteria for Validating a Learning Objective** | **Yes or No** | | The objective **states** or reasonably implies the target audience. |  | | The objective identifies an action for the audience to demonstrate. |  | | The objective describes an object of the action that learners will be expected to demonstrate. |  | | The action identified in the objective is one that an instructor can observe and measure in an assessment. |  | | The cognitive process involved in demonstrating the learning objective is appropriate for the target audience. |  | | The object of the learning objective adequately reflects the knowledge dimension of the task. |  | |
| 13 | Understanding | Label the terminal learning objective (TLO) and the enabling learning objective (ELO) below.  The learner will be able to wirelessly access remote files.    The learner will be able to wirelessly connect to the Internet. |

Chances of scoring a 70% or higher by blind guessing = approx. 1 in 8,670