The student was using levels of remembering and understanding to study, and likely 70% or more of the college-level exam required the student to perform applying, analyzing, evaluating, and creating during the exam. For instance, many students don’t do well when they must figure out a word problem or a specific scenario and choose the concept or process at work in the example. These questions are usually application questions, and a “right” answer won’t be found in the textbook. The student must use reason and think through the problem to discover the correct concept at work in the example, or in other words, the student must know how to use the concept in real life situations.

Test your understanding of and skill at applying Bloom’s Revised Taxonomy in these assignments or test questions:

1. A history student must explain the beginning of the Battle of Gettysburg to the rest of the class.

2. A student must construct an example of using conflict resolution skills to resolve a specific problem.
3. Composition students must choose a topic for a descriptive essay assignment.

4. A nursing student must administer a vaccination to a cat.

5. The students in a speech class must prepare a debate.

6. Students are assigned paintings to critique for Art Appreciation.

7. Students are asked to compare sets of data in their Statistics course.

To better prepare for class discussions, exams, and projects in classes, consider using these techniques:

Comprehending reading assignments:

- Try to connect meaning to your own life when skimming subheadings and topic sentences. See if you can ask questions of the text that pertain to your own life or that make you curious to read the material.

- At the end of each paragraph or two, stop and say in your own words your interpretation of the text. If you can’t say it without looking at it again, you don’t really understand the information and you need to reread it.

- At the end of each page, write a summary statement of the page’s key points.

- Place a question mark by any part of the reading you don’t understand and ask for clarification of the point during the next class.

- Look up words you do not understand and make flashcards for them.

- Take notes during your reading in a separate notebook, or write them on sticky-notes and clip them to each page.

- Meet with a classmate for lunch and discuss the reading before the class discusses it. Talking it over with another person will allow you to view the material from a different perspective.

Preparing for class discussions in literature, humanities, and history courses:

- Read the end of chapter discussion questions before reading the chapter or assignment, and try to answer the questions as you read.
• Make marginal notes in your textbook, highlighting keywords and underscoring and numbering discussion points you want to bring up during class.

• Write a reflective paragraph about your initial reaction to the reading right after you finish it.

Preparing for exams:

• If provided a study guide, first write out the answers in complete and detailed sentences, and then make outlines of the keywords for each question to help encode that information in long-term memory.

• Write examples of all major concepts and processes that are covered on the test.

• Write scenarios or word problems (especially for psychology and sociology), share them with a study group, and answer each other’s word problems.

• Create potential test questions and write the answers to them.

• Review four or five time for an hour or so rather than once for four hours.