

**Office of the Controller of Examinations**

**Brief Guidelines for Knowledge Levels**

- i) Question shall start with action verb representing the Knowledge Level.
- ii) Some of the action verbs/words representing different Knowledge Levels as per the revised Bloom’s Taxonomy are given below.

<b>Knowledge Level</b>	<b>Remember (Re-K1)</b>	<b>Understand (Un-K2)</b>	<b>Apply (Ap-K3)</b>	<b>Analyze (An-K4)</b>	<b>Evaluate (Ev-K5)</b>	<b>Create (Cr-K6)</b>
<b>Knowledge (in brief)</b>	Ability to recall	Understanding the meaning	Using process or procedure to solve a problem	Breaking down the information & determining the relations	Making judgment based on defined criteria	Forming something new
<b>Action Verbs /Words</b>	Define Mention List Label Name Show State Outline What When Where Which	Summarize Classify Compare Differentiate Explain Give examples Infer Interpret Illustrate Demonstrate Represent	Find Compute Calculate Determine Solve Construct Develop Use Plan Modify Prepare Show Establish Apply	Analyze Classify Compare Differentiate Examine	Evaluate Compare Determine	Create Construct Develop Formulate

- iii) Tag the Knowledge Level (KL) of the questions using the abbreviations (Re-K1/Un-K2/Ap-K3/An-K4/Ev-K5/Cr-K6)
- iv) Questions in Apply and above levels are preferred for around 50% of the total marks.
- v) Question paper setters are reminded that questions on Evaluation and Create levels are difficult to be asked in three hour written test because this cognitive levels require more time for the students to think.
- vi) The Knowledge Level of a question has to be decided by the mental processing (Cognition) expected from the students to provide the answer for the question. Tagging Cognitive Levels merely based on the action verbs shall be avoided.