SUPPORT*Net*
CALIFORNIA STATE UNIVERSITY, FRESNO

GET CRITICAL

Sometimes you may do poorly on an exam because, although you grasped the concepts on a basic level, you did not exhibit the necessary intellectual skills that the exam required. Your ability to **bridge the gap between a knowledge level and an application level** is essential to your success!

SO HOW DO I BUILD THAT BRIDGE??

Using this guide can help you from everything from anticipating test questions, to guiding you through analyzing returned tests. The following learning levels illustrate the range of intellectual skills needed, as well as sample test questions. The higher the learning level on the pyramid, the more complex the analytical skill level you will need to use.

LEARNING LEVEL	EXPECTED ACTIVITY	SAMPLE TEST QUESTIONS
EVALUATION (Remember)	Student evaluates, assesses, or criticizes information on the basis of specific standards and criteria.	❖ What is the best way to solve this problem? ❖ Which of these methods would you use and why?
SYNTHESIS (Create)	Student originates, integrates and combines ideas into a product, plan or proposal that is new to him/her.	❖ How could you combine these methods? ❖ Can you propose another way to…?
ANALYSIS (Analyze)	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence and conclusions of their work with an awareness of the thought process he/she is using.	❖ How are these two the same? How are they different? ❖ What must you know to graph this problem?
APPLICATION (Solve)	Student selects, transfers and uses data and principles to complete a problem or task with minimal direction.	❖ Solve this problem using… ❖ Demonstrate the following… ❖ How would you use this in real life?
COMPREHENSION (Understand)	Student translates, comprehends or interprets information based on prior learning.	❖ Give an example of… ❖ Describe how you would… ❖ State in your own words… ❖ Explain the following… ❖ What does the graph mean?
KNOWLEDGE (Remember)	Student recalls or recognizes information ideas and principles in the same or similar form to which they were learned.	❖ Define the following… ❖ Choose the one that… ❖ List the steps for… ❖ What did the book say about…

Adapted from University of Texas – Levels of Learning