

Subject : Student Assessment and EvaluationQBID : **SA1001****Sl.No.1:** The instrument test is used to measure the _____

- | | |
|----------|--|
| A | type of the students in the classroom |
| B | change in the behaviour of the students on the content |
| C | different ability of the students |
| D | learning style of the student |

A[Option ID=2001]
B[Option ID=2002]
C[Option ID=2003]
D[Option ID=2004]

QBID : **SA1002****Sl.No.2:** Teaching is a _____, which aims to meet the outcomes at end of the instruction

- | | |
|----------|---------------------------|
| A | Product |
| B | Process |
| C | Feedback and advice |
| D | routine work and feedback |

A[Option ID=2005]
B[Option ID=2006]
C[Option ID=2007]
D[Option ID=2008]

QBID : **SA1003****Sl.No.3:** Behaviour theorists define the learning as acquisition of _____

- | | |
|----------|---|
| A | new behavior through stimuli and response |
| B | explore old behavior with few modifications |
| C | experiences in the activity |
| D | mental process |

A[Option ID=2009]
B[Option ID=2010]
C[Option ID=2011]
D[Option ID=2012]

QBID : **SA1004****Sl.No.4:** Constructivism is a philosophy by reflecting on our _____

- | | |
|----------|-----------------------------|
| A | experiences |
| B | behaviour |
| C | cognitive structures |
| D | modified existing behaviour |

A[Option ID=2013]
B[Option ID=2014]

C[Option ID=2015]
D[Option ID=2016]

QBID : **SA1005**

Sl.No.5: The main function of the continuous is to _____

- | | |
|----------|--|
| A | check the prior knowledge of the student |
| B | assess learning progress during instruction |
| C | assess achievement when completing the instruction |
| D | Lifelong learning |

A[Option ID=2017]
B[Option ID=2018]
C[Option ID=2019]
D[Option ID=2020]

QBID : **SA1006**

Sl.No.6: Faculty member uses a set of conceptual questions to assess students understanding of fundamental concepts at the start of the course is _____

- | | |
|----------|-----------------------|
| A | Formative assessment |
| B | Continuous Assessment |
| C | Diagnostic Assessment |
| D | Summative Assessment |

A[Option ID=2021]
B[Option ID=2022]
C[Option ID=2023]
D[Option ID=2024]

QBID : **SA1007**

Sl.No.7: Learning is a _____ that leads to change in Behaviour

- | | |
|----------|-------------|
| A | Process |
| B | Product |
| C | Belief |
| D | Performance |

A[Option ID=2025]
B[Option ID=2026]
C[Option ID=2027]
D[Option ID=2028]

QBID : **SA1008**

Sl.No.8: The Dichotomous questions required _____

- | | |
|----------|--|
| A | detail answer for the question |
| B | Simple Boolean type of answer to the question |
| C | facts and figures of the subject |
| D | different learning difficulties of the subject |

A[Option ID=2029]
B[Option ID=2030]
C[Option ID=2031]
D[Option ID=2032]

QBID : **SA1009**

Sl.No.9: Teacher to start a new lesson with few questions and at one point the student not able to answer then the teacher start a new lesson. This kind of questions are in the category of

- | | |
|----------|----------------------|
| A | Leading Questions |
| B | Closed End Question |
| C | Rhetorical questions |
| D | Open End Questions |

A[Option ID=2033]
B[Option ID=2034]
C[Option ID=2035]
D[Option ID=2036]

QBID : **SA1010**

Sl.No.10: Which kind of assessment is used by the teacher to grade the student after the examination.

- | | |
|----------|------------------------|
| A | Preparative Assessment |
| B | Diagnostic Assessment |
| C | Formative Assessment |
| D | Summative Assessment |

A[Option ID=2037]
B[Option ID=2038]
C[Option ID=2039]
D[Option ID=2040]

QBID : **SA1011**

Sl.No.11: A learning outcome must be a _____

- | | |
|----------|--|
| A | Reference to the teacher to what to deliver in the class |
| B | a measurable statement achieved by the student |
| C | probing statement to get the answer |
| D | hyphenated statements to complete the syllabus |

A[Option ID=2041]
B[Option ID=2042]
C[Option ID=2043]
D[Option ID=2044]

QBID : **SA1012**

Sl.No.12: Which of the following verbs is at greatest risk for misinterpretation and very difficult to measure with respect to learning?

- | | |
|----------|------------|
| A | List |
| B | Construct |
| C | Understand |

D	Demonstrate
A[Option ID=2045] B[Option ID=2046] C[Option ID=2047] D[Option ID=2048]	

QBID : SA1013	
Sl.No.13: In the learning outcome, one of the component is _____	
A	Content
B	Question
C	Context
D	Connecting statement
A[Option ID=2049] B[Option ID=2050] C[Option ID=2051] D[Option ID=2052]	

QBID : SA1014	
Sl.No.14: Which kind of question is suitable when the student apply the content in a particular context	
A	Rhetorical question
B	Leading question
C	Problem solving question
D	Funnel questions
A[Option ID=2053] B[Option ID=2054] C[Option ID=2055] D[Option ID=2056]	

QBID : SA1015	
Sl.No.15: The purpose of a learning outcome is to:	
A	communicate the expectations of the teacher
B	demonstrate the learning
C	correct the mistakes in the learning
D	prepare the schedule for the learning
A[Option ID=2057] B[Option ID=2058] C[Option ID=2059] D[Option ID=2060]	

QBID : SA1016	
Sl.No.16: Upon completion of the course, _____ to be achieved by students	
A	Course models
B	Course outcomes
C	Programme outcomes

D	Lesson plan
A[Option ID=2061] B[Option ID=2062] C[Option ID=2063] D[Option ID=2064]	

QBID : SA1017 SI.No.17: Your course may have lower order and higher order thinking cognitive assessments involve intellectual activities such as skills. Which of the following is NOT a lower-level thinking process?	
A	Explaining a concept in one's own words
B	Reciting of principles
C	Remember the formulae
D	Matching states to their capitals
A[Option ID=2065] B[Option ID=2066] C[Option ID=2067] D[Option ID=2068]	

QBID : SA1018 SI.No.18: When the learning objective to be acceptable, it should be_____	
A	observable and high-level
B	observable and clear
C	high-level and clear
D	observable, high-level, and clear
A[Option ID=2069] B[Option ID=2070] C[Option ID=2071] D[Option ID=2072]	

QBID : SA1019 SI.No.19: Cognitive assessments involve intellectual activities such as	
A	feeling motivated.
B	problem Analysis.
C	playing a musical instrument.
D	maintaining self-control.
A[Option ID=2073] B[Option ID=2074] C[Option ID=2075] D[Option ID=2076]	

QBID : SA1020 SI.No.20: which of the following are the three steps in the instructional process?	
A	Planning instruction, delivering the instruction, and assessing learning outcomes
B	Planning instruction, selecting a textbook, and assessing the learning outcomes.

C	Planning instruction, assessing learning outcomes, and reporting to parents.
D	Selecting a textbook, assessing learning outcomes, and delivering instruction.
A[Option ID=2077] B[Option ID=2078] C[Option ID=2079] D[Option ID=2080]	

QBID : SA1021	
SI.No.21: Evaluation is a process of	
A	Qualitative analysis
B	Quantitative analysis
C	Qualitative and Quantitative analysis
D	Qualitative and Quantitative analysis with judgement
A[Option ID=2081] B[Option ID=2082] C[Option ID=2083] D[Option ID=2084]	

QBID : SA1022	
SI.No.22: In the assessment procedure, which of the following will be under direct assessment methodology (i) Standard Test (ii)Simulation of Experiment (iii)course exit survey (iv)Describing the learning experience	
A	(i)and (ii)
B	(iii)and (iv)
C	(i),(ii) and (iii)
D	(i),(ii) and (iv).
A[Option ID=2085] B[Option ID=2086] C[Option ID=2087] D[Option ID=2088]	

QBID : SA1023	
SI.No.23: _____ assessment procedure can be used to find out the interest rate of the student on the topic	
A	Assessment through MCQ
B	Direct Assessment
C	Indirect Assessment
D	Quantitative Assessment
A[Option ID=2089] B[Option ID=2090] C[Option ID=2091] D[Option ID=2092]	

QBID : **SA1024**

SI.No.24: In the question paper, supply type question item can be used to assess the ability to _____ ability.

(i) organize the answer (ii) solve the problem (iii) to recall from options (iv) to correct the statement

A (i) and (ii)

B (iii) and (iv)

C (i), (ii) and (iii)

D (i), (ii), (iii) and (iv)

A[Option ID=2093]

B[Option ID=2094]

C[Option ID=2095]

D[Option ID=2096]

QBID : **SA1025**

SI.No.25: Faculty member use the Assessment for Learning and Assessment of Learning to _____

A Know learning need of the student

B Assess the student performance at periodic interval

C Assess the student progress and fill the learning gap

D Check the final achievement of a student

A[Option ID=2097]

B[Option ID=2098]

C[Option ID=2099]

D[Option ID=2100]

QBID : **SA1026**

SI.No.26: which of the following is correct to set short answer question?

A Define Bernoulli distribution

B What is Bernoulli distribution

C Write you know all about Bernoulli distribution

D Explain in details about Bernoulli distribution.

A[Option ID=2101]

B[Option ID=2102]

C[Option ID=2103]

D[Option ID=2104]

QBID : **SA1027**

SI.No.27: Structured essay question is more appropriate than fully open ended essay type of question, the reason is to.

A Decrease the reliability

B Decrease the validity

C Increase the ambiguity

D Increase the reliability and validity

A[Option ID=2105]

B[Option ID=2106]

C[Option ID=2107]
D[Option ID=2108]

QBID : **SA1028**

SI.No.28: Which of the following question type is known as open ended questions?

- (i) Short Answer type question
- (ii) Multiple Choice Question
- (iii) Match the following question

- A** (i) only
B (ii) only
C (i) and (ii)
D (i) ,(ii) and (iii)

A[Option ID=2109]
B[Option ID=2110]
C[Option ID=2111]
D[Option ID=2112]

QBID : **SA1029**

SI.No.29:

S.No	Premises	Responses
1	Completion	i)It can be used as a part of formative and summative assessment with limited answer
2	Short answer	ii)In these type of questions are noted for their ambiguity and vagueness
3	Essay	iii)Measure lower levels of cognitive ability
4		iv)Problem solving skills

- A** 1-ii,2-iii,3-i
B 1-iii,2-i,3-ii
C 1-i,2-ii,3-iii
D 1-iii,2-i,3-iv

A[Option ID=2113]
B[Option ID=2114]
C[Option ID=2115]
D[Option ID=2116]

QBID : **SA1030**

SI.No.30: The higher order thinking skills of the students and complex learning outcomes could be tested by_____

- A** The question which reflect the exact content

B	Short answer type question
C	The questions which highly difficult to understand
D	The question where the content applied to the context
A[Option ID=2117] B[Option ID=2118] C[Option ID=2119] D[Option ID=2120]	

QBID : SA1031	
Sl.No.31: Standardized test are _____?	
A	Conducted with defined conditions
B	Questioning in the classroom
C	Observing the students in the classroom
D	Conduct the test only for specific set of student
A[Option ID=2121] B[Option ID=2122] C[Option ID=2123] D[Option ID=2124]	

QBID : SA1032	
Sl.No.32: The Active learning method that provides scope for students to work in groups is called as	
A	Assignment
B	Seminar
C	Tutorial
D	Discussion
A[Option ID=2125] B[Option ID=2126] C[Option ID=2127] D[Option ID=2128]	

QBID : SA1033	
Sl.No.33: One of the advantage of objective type test over essay type of test	
A	Easier to interpret
B	Require less technical knowledge
C	Sampling content can be wider
D	Takes less time to prepare
A[Option ID=2129] B[Option ID=2130] C[Option ID=2131] D[Option ID=2132]	

QBID : SA1034	
Sl.No.34: From the following statements in the MCQ item, which is the NOT a correct statement?	
A	The stem should be meaningful by itself

B	The stem should not contain irrelevant material
C	The stem should be a question or a partial sentence
D	All alternatives should not be plausible
A[Option ID=2133] B[Option ID=2134] C[Option ID=2135] D[Option ID=2136]	

QBID : SA1035 SI.No.35: An assessment is _____ if it consistently achieves the same results with the same students.	
A	Valid
B	Invalid
C	Reliable
D	Unreliable
A[Option ID=2137] B[Option ID=2138] C[Option ID=2139] D[Option ID=2140]	

QBID : SA1036 SI.No.36: An assessment that is conducted prior to the start of teaching or instruction in the classroom is called.	
A	preparative assessment
B	Formal assessment
C	Formative assessment
D	Summative assessment
A[Option ID=2141] B[Option ID=2142] C[Option ID=2143] D[Option ID=2144]	

QBID : SA1037 SI.No.37: What kind of characteristic in an assessment measures what it is intended to measure or supposed to measure	
A	Validity
B	Reliability
C	Usability
D	Comprehensive
A[Option ID=2145] B[Option ID=2146] C[Option ID=2147] D[Option ID=2148]	

QBID : SA1038	
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SI.No.38: which one of the following is a scoring guide is used to evaluate the qualitative performance of the student based on the different criteria.

- A** Rubrics
- B** Scale
- C** Inventories
- D** Mid-term test

A[Option ID=2149]
B[Option ID=2150]
C[Option ID=2151]
D[Option ID=2152]

QBID : **SA1039**

SI.No.39: Test – Retest method is followed in the

- A** Validity
- B** Reliability
- C** Usability
- D** Objectivity

A[Option ID=2153]
B[Option ID=2154]
C[Option ID=2155]
D[Option ID=2156]

QBID : **SA1040**

SI.No.40: Consistency in the assessment involves.

- A** Appropriate of the interpretation
- B** Achievements of the comparable outcomes
- C** Usability of the test
- D** Discrimination in the question items

A[Option ID=2157]
B[Option ID=2158]
C[Option ID=2159]
D[Option ID=2160]

QBID : **SA1041**

SI.No.41: When your mother tasting the food while cooking is the analogy of

- A** Assessment for Learning
- B** Assessment as Learning
- C** Assessment of Learning
- D** Assessment and Learning

A[Option ID=2161]
B[Option ID=2162]
C[Option ID=2163]
D[Option ID=2164]

QBID : **SA1042**

SI.No.42: Affective domain objectives are referring to

A	Attitude
B	Motor skills
C	Knowledge outcomes
D	Intellectual abilities
A[Option ID=2165] B[Option ID=2166] C[Option ID=2167] D[Option ID=2168]	

QBID : **SA1043**

SI.No.43: Psychomotor domain objectives are referring to.

A	Attitude
B	Skillset for operating and equipment
C	Knowledge outcomes
D	Interest in the story telling
A[Option ID=2169] B[Option ID=2170] C[Option ID=2171] D[Option ID=2172]	

QBID : **SA1044**

SI.No.44: Cognitive domain objectives are referring to.

A	Attitude
B	Motor skills
C	Knowledge
D	Value system of education
A[Option ID=2173] B[Option ID=2174] C[Option ID=2175] D[Option ID=2176]	

QBID : **SA1045**

SI.No.45: The questions for the entrance examination should have _____

A	Content validity
B	Construct Validity
C	Concurrent Validity
D	Predictive Validity
A[Option ID=2177] B[Option ID=2178] C[Option ID=2179] D[Option ID=2180]	

QBID : **SA1046**

SI.No.46: Which is the most important of characteristic of a good testing tool is.

A	Validity
B	Objectivity
C	Discrimination
D	Comprehensiveness
A[Option ID=2181] B[Option ID=2182] C[Option ID=2183] D[Option ID=2184]	

QBID : **SA1047**

SI.No.47: Which one of the following is major limitations of essay type of question.

A	Reliability of scoring
B	usability of scoring
C	Measure complex level learning outcome
D	Difficult to measure
A[Option ID=2185] B[Option ID=2186] C[Option ID=2187] D[Option ID=2188]	

QBID : **SA1048**

SI.No.48: Which of the following refers to concurrent validity?

A	Two tests are done at the same time.
B	Two or more evaluators agree on the outcome.
C	The items on the test consistently relate to each other.
D	The notion that scores on a test correlate highly with scores from tests that measure the same attribute.
A[Option ID=2189] B[Option ID=2190] C[Option ID=2191] D[Option ID=2192]	

QBID : **SA1049**

SI.No.49: Construct validity is a notion that refers to:

A	The notion that scores on a test correlate highly with scores from tests that measure the same attribute.
B	The level of which a construct is related to other similar measures.
C	The degree to which the items in the test consistently relate to each other.
D	The test will produce consistent results
A[Option ID=2193] B[Option ID=2194]	

C[Option ID=2195]
D[Option ID=2196]

QBID : **SA1050**

Sl.No.50: The purpose of the Table of Specification is

- | | |
|----------|-----------------------------|
| A | To set the outcomes |
| B | To prepare the lesson plan |
| C | To Set the question paper |
| D | To assess the student score |

A[Option ID=2197]
B[Option ID=2198]
C[Option ID=2199]
D[Option ID=2200]

QBID : **SA1051**

Sl.No.51: Ensuring the quality of the test tool is

- | | |
|----------|---|
| A | Not essential |
| B | Essential for all kind of assessment |
| C | Essential only for assessment as learning |
| D | Essential only for assessment of learning |

A[Option ID=2201]
B[Option ID=2202]
C[Option ID=2203]
D[Option ID=2204]

QBID : **SA1052**

Sl.No.52: When the question is having more than one answer/solution the type of question is

- | | |
|----------|---------------------|
| A | Subjective question |
| B | objective Question |
| C | Direct question |
| D | Indirect question |

A[Option ID=2205]
B[Option ID=2206]
C[Option ID=2207]
D[Option ID=2208]

QBID : **SA1053**

Sl.No.53: Which types of test items are highly structured ?

- | | |
|----------|----------------------|
| A | Oral test |
| B | Essay type test |
| C | Objective type test |
| D | Subjective type test |

A[Option ID=2209]
B[Option ID=2210]

C[Option ID=2211]
D[Option ID=2212]

QBID : **SA1054**

SI.No.54: The most relevant type of validity for the purpose of measurement of academic achievement is

- A** Construct Validity
- B** Criterion validity
- C** Content validity
- D** Conditional validity

A[Option ID=2213]
B[Option ID=2214]
C[Option ID=2215]
D[Option ID=2216]

QBID : **SA1055**

SI.No.55: Your laboratory assessment can be considered as

- A** Quantitative Assessment
- B** Performance Assessment
- C** Formative Assessment
- D** Instructional assessment

A[Option ID=2217]
B[Option ID=2218]
C[Option ID=2219]
D[Option ID=2220]

QBID : **SA1056**

SI.No.56: ToS relates to

- A** Instructional objectives to the course content
- B** Characteristics to the course content
- C** Reliability to the validity
- D** Reliability to the course content

A[Option ID=2221]
B[Option ID=2222]
C[Option ID=2223]
D[Option ID=2224]

QBID : **SA1057**

SI.No.57: Relative grading is otherwise known as

- A** criterion referenced grading
- B** Norm referenced of grading.
- C** Standard grading
- D** Geometric mean grading

A[Option ID=2225]
B[Option ID=2226]
C[Option ID=2227]
D[Option ID=2228]

QBID : **SA1058**

Sl.No.58: Factors need to be considered to assign weightage for each unit of the course

- | | |
|----------|---|
| A | Usefulness of the content of the unit in the student's job or everyday life |
| B | Validity of the content |
| C | Reliability |
| D | Content in various level of Bloom's Taxonomy |

A[Option ID=2229]
B[Option ID=2230]
C[Option ID=2231]
D[Option ID=2232]

QBID : **SA1059**

Sl.No.59: _____ weightage has to be given for some of the units which need high retention rates to understand the other subjects in the same programme.

- | | |
|----------|-------|
| A | More |
| B | Less |
| C | Equal |
| D | No |

A[Option ID=2233]
B[Option ID=2234]
C[Option ID=2235]
D[Option ID=2236]

QBID : **SA1060**

Sl.No.60: Arrange the following steps involved in the preparation of ToS.

- (i)List the content to be tested
- (ii) Determination of learning objectives (iii)Determining the different form of Questions
- (iv)Distribution of no. of questions for each unit
- (v)Distribute the question based on the level of learning objectives

- | | |
|----------|-----------------------------|
| A | (i), (ii), (iii), (iv), (v) |
| B | (ii), (i), (iv), (iii), (v) |
| C | (ii), (i), (iii), (iv), (v) |
| D | (i), (ii), (iii), (v), (iv) |

A[Option ID=2237]
B[Option ID=2238]
C[Option ID=2239]
D[Option ID=2240]

QBID : **SA1061**

Sl.No.61: Analyse refers to the ability to

A	make judgments about the merits of ideas
B	break down a whole into component parts
C	use learned material in new and concrete situations
D	put parts together to form a new and integrated whole
A[Option ID=2241] B[Option ID=2242] C[Option ID=2243] D[Option ID=2244]	

QBID : SA1062 Sl.No.62: Once ToS is prepared for the subject, it _____ for each and every exam	
A	Need to be changed
B	Need not be changed up to changed course content
C	only weightage of the unit should be changed
D	only weightage of the ability need to be changed
A[Option ID=2245] B[Option ID=2246] C[Option ID=2247] D[Option ID=2248]	

QBID : SA1063 Sl.No.63: The preparation of question paper for the summative assessment is mainly based on	
A	Level of the Domain
B	ToS
C	Content
D	Objectives
A[Option ID=2249] B[Option ID=2250] C[Option ID=2251] D[Option ID=2252]	

QBID : SA1064 Sl.No.64: Norm Referenced Test emphasize	
A	Discrimination among individuals in terms of relative level of learning
B	Measuring each specific task
C	Without altering the learning difficulty
D	Delimited achievement domain
A[Option ID=2253] B[Option ID=2254] C[Option ID=2255] D[Option ID=2256]	

QBID : SA1065 Sl.No.65: A faculty member should understand the students errors which indicate the .	
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A	Need for differentiated curriculum
B	Extent of their knowledge
C	Need of remedial strategies
D	Requirement of pathways for ability grouping
A[Option ID=2257] B[Option ID=2258] C[Option ID=2259] D[Option ID=2260]	

QBID : SA1066	
SI.No.66: Differentiated instruction is considered as	
A	using of groupings to meet student requirement.
B	doing teaching techniques different for every student in the class
C	Achievement Test instruction
D	Diagnostic Test instruction
A[Option ID=2261] B[Option ID=2262] C[Option ID=2263] D[Option ID=2264]	

QBID : SA1067	
SI.No.67: _____ is a collection of electronic evidence assembled and managed by a user demonstrating his/her abilities and platforms for self-reflection	
A	E-mail
B	e-portfolio
C	Wikipedia
D	Programmed learning
A[Option ID=2265] B[Option ID=2266] C[Option ID=2267] D[Option ID=2268]	

QBID : SA1068	
SI.No.68: A student portfolio is a _____ of pieces of student work	
A	Computer File
B	Purposeful collection
C	System folder
D	Location
A[Option ID=2269] B[Option ID=2270] C[Option ID=2271] D[Option ID=2272]	

QBID : SA1069	
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SI.No.69: Which one of the following is NOT the guideline of the portfolio

- A** The uses that will be made of the portfolio
- B** Who will have access to it
- C** What kind of work appropriate to include
- D** Parent details

A[Option ID=2273]
B[Option ID=2274]
C[Option ID=2275]
D[Option ID=2276]

QBID : **SA1070**

SI.No.70: Question item discriminating index D is equal to

- A** The difference between proportion of examinees in the top group getting the item correct and proportion of examinees in the bottom group getting the item correct
- B** The multiplication of between proportion of examinees in the bottom group getting the item correct and proportion of examinees in the top group getting the item correct
- C** The summation of proportion of examinees in the bottom group getting the item correct and proportion of examinees in the top group getting the item correct
- D** Number of examines correctly answered the item divided by total number of candidates

A[Option ID=2277]
B[Option ID=2278]
C[Option ID=2279]
D[Option ID=2280]

QBID : **SA1071**

SI.No.71: The formula for computing item difficulty (P- item difficulty, R- number of students got right, T- Number of students who tried)

- A** $P = 100 * R / T$
- B** $P = T * 100 / R$
- C** $P = R * T / 100$
- D** $P = T * R / (T * 100)$

A[Option ID=2281]
B[Option ID=2282]
C[Option ID=2283]
D[Option ID=2284]

QBID : **SA1072**

SI.No.72: Item analysis data will lead to

- A** Standardize the test items
- B** Motivate the students
- C** Self-learning exercise
- D** Help the controller of Examination to conduct the exam

A[Option ID=2285]
B[Option ID=2286]

C[Option ID=2287]
D[Option ID=2288]

QBID : **SA1073**

Sl.No.73: Solve a problem with standard formulae and getting the correct solution is

- | | |
|----------|----------------------|
| A | Creative problem |
| B | Open ended Problem |
| C | Closed Ended Problem |
| D | Innovative problem |

A[Option ID=2289]
B[Option ID=2290]
C[Option ID=2291]
D[Option ID=2292]

QBID : **SA1074**

Sl.No.74: Solve a problem with multiple strategies or not with standard formulae and get the correct solution

- | | |
|----------|----------------------------------|
| A | Open Ended Problem |
| B | Closed Ended problem |
| C | Questioning problem |
| D | Problem with lower order ability |

A[Option ID=2293]
B[Option ID=2294]
C[Option ID=2295]
D[Option ID=2296]

QBID : **SA1075**

Sl.No.75: The content of a portfolio is largely based on

- | | |
|----------|--|
| A | the goal and purpose of the portfolio |
| B | the characteristics of the student evaluated |
| C | the length of the portfolio |
| D | Student score in academic performance only |

A[Option ID=2297]
B[Option ID=2298]
C[Option ID=2299]
D[Option ID=2300]

QBID : **SA1076**

Sl.No.76: In portfolio assessment, a benchmark is used to

- | | |
|----------|---|
| A | increase the validity of a rubric |
| B | increase the reliability of a rubric |
| C | increase the length of a rubric |
| D | increase the number of criteria of a rubric |

A[Option ID=2301]
B[Option ID=2302]
C[Option ID=2303]
D[Option ID=2304]

QBID : **SA1077**

Sl.No.77: Which is an example of a student portfolio assessment?

- | | |
|----------|---|
| A | Student social status over the time |
| B | Student Academic and Exemplary work over the time |
| C | Student Physical growth over a time. |
| D | Student Mental Growth over the time. |

A[Option ID=2305]
B[Option ID=2306]
C[Option ID=2307]
D[Option ID=2308]

QBID : **SA1078**

Sl.No.78: Which of the following is NOT a form of measurement validity?

- | | |
|----------|---------------------|
| A | Concurrent validity |
| B | Face validity |
| C | Content validity |
| D | Construct validity |

A[Option ID=2309]
B[Option ID=2310]
C[Option ID=2311]
D[Option ID=2312]

QBID : **SA1079**

Sl.No.79: The result of the test given by Teacher A showed a negatively skewed distribution. What kind of test did Teacher A give?

- | | |
|----------|---------------------------------------|
| A | The test is difficult. |
| B | It is easy. |
| C | It is moderately difficult. |
| D | It is not too easy nor too difficult. |

A[Option ID=2313]
B[Option ID=2314]
C[Option ID=2315]
D[Option ID=2316]

QBID : **SA1080**

Sl.No.80: Which is implied by a positively skewed scores distribution?

- | | |
|----------|---|
| A | The mode is high. |
| B | The mean, the median, and the mode are equal. |
| C | Most of the scores are high. |

D	Most of the scores are low.
A[Option ID=2317] B[Option ID=2318] C[Option ID=2319] D[Option ID=2320]	

QBID : SA1081	
Sl.No.81: If a test item has a difficulty index of 0.06, how would you describe the test item?	
A	It is very difficult.
B	It is moderately difficult.
C	It is very easy.
D	It is difficult.
A[Option ID=2321] B[Option ID=2322] C[Option ID=2323] D[Option ID=2324]	

QBID : SA1082	
Sl.No.82: If the proportion passing for the upper and lower group is 0.90 and 0.30 respectively, what is the discrimination index?	
A	0.60
B	1.20
C	0.76
D	0.42
A[Option ID=2325] B[Option ID=2326] C[Option ID=2327] D[Option ID=2328]	

QBID : SA1083	
Sl.No.83: Which of the following actions would you take for an item whose difficulty index is 0.65?	
A	Retain or include the test item.
B	Discard the test item.
C	Revise or change the test item.
D	Replace the test item
A[Option ID=2329] B[Option ID=2330] C[Option ID=2331] D[Option ID=2332]	

QBID : SA1084	
Sl.No.84: In a negatively skewed distribution, the following statements are true EXCEPT	
A	Median is lower than the Mode.
B	Mean is not higher than the Median.

C	Mode is less than the Median.
D	Mean is lower than the Mode.
A[Option ID=2333] B[Option ID=2334] C[Option ID=2335] D[Option ID=2336]	

QBID : SA1085 SI.No.85: If there are 26 out of 50 students with the correct response to item # 1, find the item's difficulty index.	
A	0.24
B	1.0
C	1.92
D	0.52
A[Option ID=2337] B[Option ID=2338] C[Option ID=2339] D[Option ID=2340]	

QBID : SA1086 SI.No.86: Which domain of Learning is difficult to measure through direct assessment	
A	Cognitive
B	Affective
C	Psychomotor
D	Knowledge
A[Option ID=2341] B[Option ID=2342] C[Option ID=2343] D[Option ID=2344]	

QBID : SA1087 SI.No.87: In a normal distribution, which of the following is true?	
A	Median is not equal to Mode but is equal to mean.
B	Median is not equal to Mode and is not equal to mean.
C	Median is equal to Mode but not equal to mean.
D	Mean, Median and Mode are equal to one another
A[Option ID=2345] B[Option ID=2346] C[Option ID=2347] D[Option ID=2348]	

QBID : SA1088 SI.No.88: Students' _____ determines, directs, and sustain their learning	
A	Motivation

B	Direction
C	Task
D	Behavior
A[Option ID=2349] B[Option ID=2350] C[Option ID=2351] D[Option ID=2352]	

QBID : SA1089	
SI.No.89: Student's _____ prior knowledge hinder learning and for any activity in the classroom	
A	Accurate
B	Sufficient
C	Inaccurate
D	Appropriate
A[Option ID=2353] B[Option ID=2354] C[Option ID=2355] D[Option ID=2356]	

QBID : SA1090	
SI.No.90: Declarative knowledge can be thought of as	
A	Doing what
B	Knowing what
C	Engaging
D	Characteristics
A[Option ID=2357] B[Option ID=2358] C[Option ID=2359] D[Option ID=2360]	

QBID : SA1091	
SI.No.91: Procedural knowledge is referred as	
A	Knowing how
B	Knowing what
C	Describe
D	Characteristics
A[Option ID=2361] B[Option ID=2362] C[Option ID=2363] D[Option ID=2364]	

QBID : SA1092	
SI.No.92: Conceptual Knowledge can be referred as	
A	Knowing how

B	Knowing what
C	Knowing why
D	Engaging
A[Option ID=2365] B[Option ID=2366] C[Option ID=2367] D[Option ID=2368]	

QBID : SA1093	
SI.No.93: Prior knowledge helps to	
A	Avoid applying the knowledge to wrong context
B	Leads to applying the knowledge to wrong context
C	Obstruct Rethink inaccurate knowledge
D	Limit the understating
A[Option ID=2369] B[Option ID=2370] C[Option ID=2371] D[Option ID=2372]	

QBID : SA1094	
SI.No.94: Google form can be used to	
A	Prepare a survey
B	Publish the learning material
C	Demonstrate the virtual lab
D	Send a mail
A[Option ID=2373] B[Option ID=2374] C[Option ID=2375] D[Option ID=2376]	

QBID : SA1095	
SI.No.95: _____ is used for prepare the rubrics	
A	Google Calendar
B	Rubistar
C	Hotpotatoes
D	Canvas
A[Option ID=2377] B[Option ID=2378] C[Option ID=2379] D[Option ID=2380]	

QBID : SA1096	
SI.No.96: What type of question allows you to select more than one answer?	
A	Paragraph

B	Checkboxes
C	Multiple Choice
D	List
A[Option ID=2381] B[Option ID=2382] C[Option ID=2383] D[Option ID=2384]	

QBID : SA1097 Sl.No.97: Which software used for self- assessment	
A	OBS
B	Rubistar
C	Hotpotatoes
D	Canvas
A[Option ID=2385] B[Option ID=2386] C[Option ID=2387] D[Option ID=2388]	

QBID : SA1098 Sl.No.98: The faculty member connecting the previous class content with the present class is	
A	helping children to develop their own strategy to comprehend it
B	reinforcing the importance of text from the assessment point of view
C	to develop skills in for solving Multiple Choice questions
D	to develop skills in solving True/False questions
A[Option ID=2389] B[Option ID=2390] C[Option ID=2391] D[Option ID=2392]	

QBID : SA1099 Sl.No.99: If students are commonly not performing well in the assessment, then the teacher should	
A	make changes in instruction in the classroom
B	Change the seating arrangement of the students
C	Provide question bank to the students
D	Provide question bank and answer key to the students
A[Option ID=2393] B[Option ID=2394] C[Option ID=2395] D[Option ID=2396]	

QBID : SA1100 Sl.No.100: A common way to send or distribute your Google Form is	
A	Copy questions to Google Docs

B	Print out the questions
C	Distribute using a PDF file
D	Share a link with users
A[Option ID=2397] B[Option ID=2398] C[Option ID=2399] D[Option ID=2400]	