Edu431 Grand quiz 2020

1. **Seven levels** in psychomotor domain the lowest level in psychomotor domain is **Origination**
2. The highest level of psychomotor domain is **Perception**
3. **Diagnostic Assessment** determines causes (intellectual physical, emotional environmental) of persistent learning difficulties
4. There are five levels in Affective Domain
5. The highest level of Affective Domain is **Receiving**
6. The lowest level of Affective Domain is **Characterization.**
7. Identify the highest learning level of DOK taxonomy: **Recall**
8. Identify the lowest learning level of DOK taxonomy: **Extended Thinking**
9. The cognitive level where components of a whole are broken into parts to know it‟s organizational structure is called: **Synthesis**
10. In revised Bloom taxonomy; assess, defend, appraise are key words for level:

11. . Which type of assessment is designed to measure whether the students have mastered the skills presented in instruction? **Fixed Choice Assessment**
12. Type of assessment includes attitude, Interest and personality inventories, observational techniques, peer appraisal :**typical performance test**
13. **Fixed Choice Assessment** is used for efficient measurement of knowledge and skills
14. **Placement test** is used to measure student,,s entry level performance to know either student have a sufficient knowledge required for a particular course or not
15. Readiness test: It is a test used to determine the students,, knowledge or concept about a particular course of instruction or what is the level of students
16. Aptitude test: It is used for the admission in a particular program
17. Pretest: It is made according to the course objectives and determines the student present knowledge about them
18. Self- report inventories: Determines the student level by interviewing or discussion

19. who was the founder of Pakistan is the question of **Knowledge** in Blooms taxonomy of cognitive domain.
20. **Comprehension** defined as the ability to grasp the meaning of the material
21. The assessment determines what individual can do when performing at their best is called: Maximum Performance Assessment
22. The classification of cognitive domain was presented by **Benjamin Bloom** in the 1956

Which of the following method is a measure of internal consistency? : Split Half

Which of the following method is a measure of stability **: Test-Retest**

25. Which of the following method is a measure of equivalence: **Equivalent Forms**
26. Which of the following method is a measure of stability and equivalence :**Test-Retest with Equivalent Forms**
27. Which of the following method is a measure of Internal Consistency :**Kuder-Richardson**
28. Which of the following method is a measure of Internal Consistency :**Cronbach Alpha**
29. Which of the following method is a measure of consistency of rating :**Inter-rater Reliability**
30. Reliability over different forms of assessment is known as: **Equivalence**
31. Consistency over period of time is known as: **Stability**
32. Reliability Within the assessment itself is known as**: Internal consistency**
33. . Achievement tests and aptitude tests are example of: **Maximum performance assessment**
34. **Assessment:** It means appraisal of something to improve quality of teaching and learning process for
35. deciding what more can be done to improve the teaching, learning and outcomes.
36. **Evaluation** is process of making a value judgment against intended learning outcomes and behavior, to decide quality and extent of learning.
37. In revised Bloom taxonomy; define, name, select are key words for level**:**

Remembering

38. Define, Find, How, Label, List, Match, Name, Omit, Recall, Relate, Select, Show, Spell,
39. Tell, What, When, Where, Which, Who, Why}
40. In revised Bloom taxonomy: Classify, Compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Rephrase, Show, Summarize,

49. In revised Bloom taxonomy: Analyze, Assume, Categorize, Classify, Compare, Conclusion, Contrast, Discover, Dissect, Distinguish, Divide, Examine, Function, Inference, Inspect are key words for level : **analyzing**
50. In revised Bloom taxonomy: Agree, Appraise, Assess, Award, Choose, Compare, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate are key words for level: **Evaluating**
51. Students‟ performance is compared with clearly defined learning tasks in: **Criterion-referenced**
52. The alternative name of the “table of specification” is **blue print of test** .
53. In what kind of assessment a teacher uses information on learners‟ progress during a course to adapt their teaching or to give learners feedback on their learning?
54. **Measurement** is the process by which the attributes or dimensions of some object
55. (both physical and abstract) are quantified.
56. There **are six levels** in the cognitive domai
57. Bloom‟s Taxonomy cognitive domain highest level: **Knowledge**
58. Bloom‟s Taxonomy cognitive domain lowest level: **Evaluation**
59. **Diagnostic assessment** is the type of the assessment that determines the causes intellectual, emotional, and environmental of persistent learning difficulties.
60. One of the tools used by the teachers to develop a blueprint for the test is called :**table of specification TOC**
61. A student is asked to critique a painting based on explicit criteria. What is the cognitive level of this outcome according to Bloom‟s taxonomy? **Evaluating**
62. **Criterion validity** refers how much test can measure some performance with reference to
63. some defined standard.
64. **Predictive validity** refers that how much test can predict future performance

65. with reference to some defined standard.
66. Identify the lowest learning level of SOLO taxonomy: **Extended Abstract**
67. Identify the highest learning level of Solo taxonomy: **Pre-structural**
68. There are **three** main domains of learnings namely Cognitive Domain,Affective Domain and Psychomotor Domain
69. Student judges information based upon standards, criteria, values and opinions is known as:
70. **Competency :** It is a key learning area. For example algebra, arithmetic, geometry etc. in mathematics and vocabulary, grammar, composition etc. in English.
71. In national curriculum, key learning areas are defined as: **Competency**
72. **Standards**: These define the competency by specifying broadly, the knowledge, skills and attitudes that
73. students will acquire.
74. **Benchmarks:** indicating what the students will accomplish at the end of each of the five developmental levels in order to meet the standard. Elaborate the development level further,
75. **Student learning outcomes:** These are built on the descriptions of the benchmarks and describe what students will accomplish at the end of each grade. It is the lowest level of hierarchy.

→ Types of Written Tests Verbal, Non-verbal, Objective , Subjective, Teacher

76. A type of assessment done at the end of a course where the focus is on learners receiving a grade for their work rather than receiving feedback on their progress is called: **Summative Assessment**

77. **Verbal tests** are emphasizing on reading, writing, or speaking.
78. Most tests in education are **verbal tests.**
79. **Standardized** Test designed to measure broad national objectives and have a uniform set of instructions .
80. **Teacher made** test are designed according to need and issues related to specific class.
81. When it is difficult for two scorers to agree on whether an item is correct or incorrect, the test is a subjective one such as essay tests: **Subjective**

82. **Non-verbal:** Does not require reading, writing or speaking ability, tests composed of numerals or drawings is example.
83. **Objective** : Refers to scoring of tests when two or more scorers can easily agree on whether the answer is correct or incorrect, the test is objective one. True/ false, MCqs.
84. Tests with time limits so strict that no one is expected to complete all items. Items tend to be Easy: **Speed**
85. Tests with liberal time limits that allow each student to attempt each item. Item tend to be Difficult: **Power**
86. A test designed to measure **depression** must only measure that particular **construct.**
87. **Formative** assessment focuses on the process toward completing the product.
88. **Formative** assessment focus of measurement in formative assessment is predefined segment of instruction.
89. In **Formative** assessment , Limited sample of learning tasks are addressed.
90. **Formative assessment** is conducted periodically during the instructional process.
91. Results of formative assessment are used to improve and direct learning through **ongoing feedback**.
92. An **arithmetic test** have high degree of validity for computational skill and low degree for arithmetical reasoning
93. Observations during in-class activities: **Formative assessment**
94. Homework exercises as review for exams and class discussions: **Formative assessment**

    Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring.
95. **Formative assessment** measures student progress but it can also assess your own **progress as an instructor**.

    Reflections journals that are reviewed periodically during the semester: **Formative assessment**
96. Question and answer sessions, both formal (planned) and informal (spontaneous): **Formative assessment**
97. Conferences between the instructor and student at various points in the semester: **Formative assessment**
98. In-class activities where students informally present their results **Formative assessment**
99. Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress: **Formative assessment**

100. **Validity** is matter of degree

101. Validity is referred as validity of test but it is in fact validity of the **interpretation** and use to be made of the results.

102. **summative** assessment focsues on course or unit objectives

103. **Summative** assessment is done at the end of the unit or the course.

104. Most important functions of **summative assessment** is to assign grade, certification of accomplishment and evaluation of teaching.

105. **Summative assessment** takes place after the learning has been completed.

106. **Summative** assessment is product-oriented and assesses the final product

107. **Types of Summative included** Assessment Examinations (major, high-stakes exams), Final examination (a truly summative assessment), Term papers (drafts submitted during the semester would be a formative assessment), Projects (project phases submitted at various completion points could be formatively assessed),
Portfolios (could also be assessed during its development as a formative assessment) and Performances

108. an assessment procedure must meet certain practical requirement which includes feasibility, administration environment and availability of results for decision makers: Usability

109. Reliability of measurement is needed to obtain the valid results, but we can have reliability without **validity**

110. **Reliability** refers to the consistency of assessment results.

111. Validity is an evaluation of adequacy and appropriateness of the interpretation and uses of results.

112. Characteristics of good test are Validity , Reliability , Usability.

113. Standards for selecting appropriate test First define the purpose for testing and the population to be tested and select the test accordingly.

114. Published tests commonly used by provincial or national testing programs are: Aptitude tests, Readiness tests, Placement tests(all)

115. Published test are designed and conducted in such a manner that each and every

116. characteristic is pre planned and known.

117. Time in class spent on objective (min) / total time for the instruction being examined (min) Percentage of instruction time is equal to **instruction time.**

118. Published test are also called supplement and complement informal classroom tests, and aid in many Instructional decisions.

119. Carey (1988) listed **six** major elements that should be attended to in developing a Table of

120. Specifications

121. The blueprint is meant to insure **content** validity.

122. Content validity is the most important factor in constructing an **achievement test.**

123. A **unit test or comprehensive exam** is based on several lessons and/or chapters in a book supposedly reflecting a balance between content areas and learning levels .

124. In classrooms most used published tests are two Achievement tests and Reading test

125. In SOLO taxonomy; identify, memorize, are key words for learning level: **Uni Structural**

126. In SOLO taxonomy; Students are simply able to acquire bits of unconnected information and respond to a question in meaningless way such as What is your name? : Pre-structural

127. "What is your name?" is the example of which level of SOLO taxonomy: **Pre-structural**

128. In SOLO taxonomy; enumerate, classify, describe, list, combine, do algorithms are key words for learning level: **Multi- Structural**

129. Student can understand several components but the understanding of each remains discreet. **Multi- Structural**

130. Student can indicate connection between facts and theory, action and purpose.: **Rational**

131. In SOLO taxonomy ,compare/contrast, explain causes, integrate, analyze, relate, and apply are key words for learning level: **Rational**

132. Student at this level is able to think hypothetically and can synthesize a material logically : **Extended Abstract**

133. Student make connections not only with in the given subject area but understanding is

134. transferable and generalizable to different areas: **Extended Abstract**

135. In SOLO taxonomy ,theorize, generalize, hypothesize, reflect, generate are key words for learning level: **Extended Abstract**

136. Highest Levels of SOLO**: Pre-structural**

137. Lowest Level of SOLO: **Pre-structural**

138. To judge the worth or value of material for a given purpose is known as: **Evaluation**

139. A collection of the constituents or parts of a concept so as to make a whole: **Synthesis**

140. Design a classification Scheme for writing **educational objectives** that combines the cognitive, affective, and Psychomotor domains: **Synthesis**

141. The breakdown of a concept into its constituents parts such that the relative hierarchy of the concept is made easy to understand: **analysis**

142. Compare and contrast the cognitive and affective domains: **analysis**

143. How far the different BISEs and universities are developing papers using Bloom's taxonomy? Support your answer with arguments: **Evaluation**

144. In SOLO taxonomy; classify, list, combine are key words for learning level: **Multi- Structural**

Edu 431 mid MCQ

1. ----------is used when we want to assess student's prior knowledge

A) Placement assessment

b) Formative Assessment

c) Summative assessment

d) Diagnostic Assessment

2. Cognitive domain of Bloom Taxonomy are

a) 3

9. 4

10.6

11.8

16. Frequently used tools of summative evaluation are---------

? a) Teacher observation

b) Daily assignment

20.Test

21.None

28. What individual will do under natural conditions is the

Maximum Performance Assessment
Norm-referenced Assessment
c)Criterion-referenced Assessment
d) Typical Performance Assessment

5. To assess achievement at the end of the instruction is……..

33.Summative assessment

34.Placement assessment

35.Formative Assessment

36.Diagnostic Assessment

35.Student's performance is compared with other student's in_____

a) Standardized Test

b) Essay type Test

c) Objective type test

d) Norm referenced test

38. What is your name? is the example of which level of SOLO taxonomy

Pre-structural
Uni Structural
Multi- Structural
Relational

46. The purpose of the evaluation is to make ------
a) Decision
b) Prediction
c) Judgment
d) Opinion

47. Explain the process of water cycle is the question of -------- level in Blooms taxonomy of cognitive domain.
a) Knowledge
b) Comprehension
c) Analysis
d) Application

50. Permanent difficulties in learning are investigated in----------
Summative assessment

Placement assessment

Formative Assessment

Diagnostic Assessment

52. ----------determines learning progress, provides feedback to reinforce learning, and correct learning errors

A) Placement assessment

Formative Assessment

Summative assessment d)

Diagnostic Assessment

67. The purpose of formative Evaluation is----------
Decision of what to measure
Development of the test
Administering the test
Monitoring progress of the students

68. Curriculum Wing also known as
National Bureau of Curriculum
75. Curriculum authority development
76. Development of curriculum development
77. None of the above

76. Assessment that monitors learning progress ----------
Placement assessment

Formative Assessment

Diagnostic Assessment

Summative assessment

 The purpose of measurement in education is to ----------

a) Make decision about students

Determine if objectives are being met

Assess teacher skills

d) Collect information for decision making

16. The summative evaluation is……

a) Diagnostic

b) Certifying judgment

c) Continuous

d) None

78. The purpose of evaluation is to make judgment about educational----------

a) Quantity

82. Quality

83. Time period

84. Age

95. Multiple choice question, matching exercise, fill in the blanks and true false is the example of

Typical performance assessment

Fixed choice assessment

108. Maximum performance assessment

109. Formative assessment

110. The test made to compare of student with other students is called……..

Criterion reference

Norm reference

112. Achievement

113. None

116. List, enlist, name, define keywords are used in …… level of Depth of knowledge

a) Recall

b) skill/concept

119. Strategic thinking

120. Extended thinking

123. In norm referenced test the comparison is between ---------

Groups

126. Individuals

127. Areas

128. Interest

127. Who was the founder of Pakistan is the question of----------in Blooms taxonomy of cognitive

Knowledge

Comprehension

128. Application

129. Synthesis

131. Measurement and evaluation can be used to ……..

Motivate students

Help develop the scope and sequence of teaching

Assess the effectiveness of learning activities

d) all of the above

137. How many domains of Bloom Taxonomy are……..

a)1

b) 2

c) 3

d) 4

25. Procedures used to determine person best abilities are…….

139. Maximum performance test

140. Typical performance test

141. Norm reference test

142. Criterion reference test

140. Which of following is the type of assessment by the use of classroom instruction……..

142. Complex performance assessment

143. Placement assessment

144. Fixed choice assessment

145. Norm reference assessment

27. In …….. Federal government appointed university grant commission

145. 1960

146. 1964

147. 1976

148. 1980

28. The type of essay item in which content are limited is:

a) Restricted response question

b) Extended response question

c) Matching item

d) M.C.Q items

29. Identifying relationship between two things is done

in a) True/false items

b) Matching item

c) M.C.Q items

d) Completion item

30. How many column matchings items have...?

a) One

b) Two

c) three

d) Four

31. The incorrect option in MCQ are called

a) Answer

b) Premise

c) Response

d) Distractor

32. The item in the column for which a match is sought is called

a) Premise

b) Response

c) Distractor

d) Answer key

33. The correct option in MCQ is called

a) Answer

b) Premise

c) Response

d) Distractor

34. Alternative response item is a type of ……..

a) Matching List

b) Completion List

c) Correct/Incorrect

d) All

35. In which type of question marking will be more

reliable? a) Completion

b) Short answer

c) Multiple choice question

d) Essay

36. In multiple choice items the stem of the items should be

a) Large

b) Small

c) Meaningful

d) None of the above

37. A multiple choice question is composed of question referred as

a) Stem

b) Distractor

c) Foil

d) Response

1. Instrument used for measuring sample of behavior is?

A. Test

B. Measurement

C. Assessment

D. Evaluation

2. Limited to quantitative description of pupil's performance is?

A. Test

B. Measurement

C. Assessment D.
Evaluation

3. The purpose of the evaluation is to make?

A. Decision

B. Prediction

C. Judgment

D. Opinion

4. The purpose of evaluation is to make judgment about educational?

A. Quantity

B. Quality

C. Time period

D. Age

5. Evaluation that monitors learning progress is?

A. Placement evaluation

B. Formative evaluation

C. Diagnostic evaluation

D. Summative evaluation

6. A formal and systematic procedure of getting information is?

A. Test

B. Measurement

C. Assessment

D. Evaluation

7. The process of obtaining numerical value is?

A. Test

B. Measurement

C. Assessment

D. Evaluation

Answer is = B

8. A sum of questions is?

A. Test

B. Measurement

C. Assessment

D. Evaluation

9. The first step in measurement is?

A. Decision of what to measure

B. Development of the test

C. Administering the test

D. None

10. The purpose of formative evaluation is?

A. Decision of what to measure

B. Development of the test

C. Administering the test

D. Monitoring progress of students

11. To assess achievement at the end of instruction is? A. Placement Assessment

B. Formative Assessment

C. Summative Assessment

D. Diagnostic Assessment

12. Vast of all in scope?

A. Test

B. Measurement

C. Assessment

D. Evaluation

13. The least in scope is?

A. Test

B. Measurement

14. Permanent difficulties in learning are investigated in? A. Placement Assessment

B. Formative Assessment

C. Summative Assessment

D. Diagnostic Assessment

15. Broader in meaning is?

A. Aims

B. Objectives

C. Instructional objectives

D. Specific Objectives

16. Procedures used to determine person abilities is?

A. Maximum performance test

B. Typical performance test C. Norm performance test

D. Criterion performance test

17. In norm referenced test the comparison is between? A. Groups

B. Individuals

C. Areas

D. Interest

18. In which question marking will be more reliable? A. Completion

B. Short answer

C. Multiple choice question D. Essay

19. Facility value of less than 0.20 means?

A. Item is too easy

B. Item is difficult

C. Item is acceptable

D. Item is easy

20. Objective type question have advantage over essay type because such questions?

A. Are easy to prepare

B. Are easy to solve

C. Are easy to mark

D. None

21. Discrimination value of more than 0.4 means A. Item is good

B. Item is acceptable

C. Item is weak

D. None

22. Test involving the construction of certain patterns are called?
A. Intelligence test

B. Performance tests

C. Scholastic test

D. None

23. In multiple choice items the stem of the items should be?

A. Large

B. Small

C. Meaningful

D. None

24. Which appropriate verb will you use to make an objective behavioral?
A. To know

B. To appreciate

C. To understand

D. To construct

25. Objectives representing the purposes of instruction of a teacher are called? A. Performance

B. Instructional

C. Attainment

D. None

26. Running description of active behavior of a student as observed by the teacher is?

A. Anecdotal record

B. Autobiography

C. Interview

D. None

27. A test very popular with class room teacher is? A. True false test

B. Multiple choices

C. Matching

D. Completion test

28. Frequently used tools of summative evaluation are?

A. Test

B. Teacher observation

C. Daily assignment D. None

29. The most commonly used guessing correction formula to predict and control is?

A. S=R-W

B. S=R-W/N-1

C. S=R-w/2-1

D. None

30. The summative evaluation is?
A. Diagnostic

B. Certifying judgment

C. Continuous

D. None

31. The difference between maximum and minimum values is?
A. Mean

B. Mode

C. Range

D. None

32. The number of score lying in a class interval is?

A. Mid-point

B. Quartiles

C. Class

D. Frequencies

33. A multiple choice question is composed of question referred as?

A. Stem

B. Distracter
C. Foil

D. Response

34. In a norm referenced test which item is best?

A. Item difficulty is near zero

B. Item difficulty is near 100

C. Item difficulty is near 70

D. Item difficulty is near 50

35. Which question has increasing objectivity of
marking? A. Unstructured essay

B. Structured essay
C. Short answer

D. Multiple type questions

36. The most widely used format on standardized test in USA is? A. Unstructured essay

B. Structured essay

C. Short answer

D. Multiple type questions

37. Which questions are difficult to mark with reliability?

A. Unstructured essay

B. Structured essay

C. Short answer

D. Multiple type questions

38. Projective techniques are used to measure? A. Aptitude

B. Intelligence

C. Knowledge

D. Personality

39. Test meant for prediction on a certain criterion are called?

A. Aptitude test

B. Intelligence C.

Knowledge D.

Personality

40. Kuder Richardson method is used to estimate?

A. Reliability

B. Validity

C. Objectivity

D. Usability

41. Value that divides the data into two equal parts is?

A. Mean

B. Median

C. Mode

D. None

42. The test measures what we intend to measure. This quality of the test is called?

A. Reliability

B. Validity C.

Objectivity

D. Usability

43 The length of a test is an important factor in obtaining a representative?

A. Mean

B. Median

C. Mode

D. Sample

44. Median of 1,2,4,5,2,3, is

? A. 2

B. 5

C. 3.5

D. None

45. The test made to compare the performance of student with the other students is called?

A. Criterion reference

B. Norm reference

C. Achievement D.

None

46. The summative evaluation is used?

A. At the end of the program

B. At the middle of the program

C. At the start of the program

D. None

47.The appearance of normal curve resembles with?

A. U

B. Bell

C. V

D. None

48. The alternative name of the “table of spectification” is?

A. Test Blue Print B.

Test Construction C.

Test Administration

D. Test Scoring

49. ”table of specification” helps in?

A. Test development

B. Test Construction

C. Test Administration

D. Test Scoring

50. The supply type test item is? A. True / False items

B. Matching items

C. M.C.Q items

D. Completion items

51. Alternative response item is?

A. True / False items

B. Right / wrong

C. Correct / incorrect

D. All above

52. How many columns matching items have?

A. One

B. Two

C. Four

D. Five

53 The item in the column for which a match is sought is?

A. Premise B.

Response C.

Destructor D.

None

54. Identifying relationship between two things is demonstrated by?
A. True / False items

B. Matching items

C. M.C.Q items

D. Completion items

55. The statement of problem in M.C .Qs is?

A. Premise

B. Response

C. Stem

D. None

56. The correct option in M.C.Q is?

A. Answer

B. Premise

57. The incorrect options in M.C.Q are?
A. Answer

B. Premise C.

Response D.

Destructor

58. The most widely applicable test item is?
A. True / False items

B. Matching items

C. M.C.Q items

D. Completion items

59. The type of essay item in which contents are limited is?

A. Restricted Response

Questions B. Extended Response

Questions C. Matching items

D. M.C.Q items

60. The ability to select organize, integrate and evaluate ideas is demonstrated by?

A. Restricted Response Questions

B. Extended Response Questions C. Matching items

D. M.C.Q items

61. The Analysis of items is necessary in?

A. Standardized Test

B. Essay Type Test

C. Objective type test

D. Norm referenced test

62. Which one is not the type of test of test by purpose? A. Standardized Test

B. Essay Type Test

C. Objective type test

D. Norm referenced test

63. The type of the test by method is?

A. Standardized Test

B. Essay Type Test

C. Objective type test D. Norm referenced test

64. Student's performance is compared with other students in?

A. Standardized Test

B. Essay Type Test C. Objective type test

D. Norm referenced test

65. Student performance is compared with clearly defined learning tasks in?

A. Standardized Test

B. Essay Type Test

C. Criterion reverenced test

D. Norm referenced test

66. Test that measure learning outcome of students is

A. Achievement test

B. Aptitude test

C. Criterion reverenced test

D. Norm referenced test

66.The tests designed to predict future performance is?

A. Achievement test

B. Aptitude test

C. Criterion reverenced test

D. Norm referenced test

67. The founder of modern intelligent tests was?

A. Alfred Binet

B. Stern

C. Gulford

D. None

68. The formula to determine I.Q was presented by?

A. Alfred Binet

B. Stern

C. Gulford

D. None

69. I.Q of a student having same physical and mental age will be?

A. 100

B. 120

C. 50

D. 140

70 The I.Q of a student having twelve years mental age and tem years physical age will be?

A. 100

B. 120

C. 50

D. 140

71. The quality of test that measures “what it claims to measure” is?

A. Validity

B. Differentiability
C. Objectivity
D. Reliability

72. The characteristic of a test to discriminate between high achievers and low achievers is?

A. Validity

B. Differentiability

C. Objectivity
D. Reliability

73. If the scoring of the test is not effected by any factor, quality of test is called? A. Validity

B. Differentiability

C. Objectivity

D. Reliability

74. The quality of test to give same scores when administered at different occasions is?

A. Validity

B. Differentiability
C. Objectivity

D. Reliability

75. If the sample of the question in the test is sufficiently large enough, the quality of test is?

A. Adequacy

B. Differentiability
C. Objectivity
D. Reliability

76. The quality of test showing ease of time, cost, administration and interpretation is called?

A. Usability

B. Differentiability

C. Objectivity

D. Reliability

77. Facility index of an item determines?

A. Ease or difficulty

B. Discrimination power

C. Objectivity

D. Reliability

78. High and low achievers are sorted out by?

A. Ease or difficulty

B. Discrimination power

C. Objectivity

D. Reliability

79. Test item is acceptable which its faculty index /difficulty level ranges from?

A. 30-70

% B.70%

C. 30% D.

None

80. Test item is very easy when value of faculty index/ difficulty level is higher than?

A. 30-70 %

B.70%

C. 30%

D. None

81. Test item is very difficult when value of facility index/ difficulty level is less than?

A. 30-70 %

B.70%

C. 30%

D. None

82. Discrimination power of an item is acceptable when its value ranges from?

A. 0.30 – 1

B. 1

C. 0.30

D. None

83. Test item discriminates 100% when its value for discrimination is?

A. 0.30 – 1

B. 1

C. 0.30

D. None

84. Test item cannot discriminate low achievers and high achievers when its value is lower than?

A. 0.30 – 1

B. 1

C. 0.30

2. None

Achievement test , student learn by themselves or we teach them and at the end we want to see that how much student learn

3. **Achievement test** designed to indicate the degree of success in some past learning activity.

d) **Fixed Choice Assessment** is sued to measure the skills of people efficiently. (multiple choice questions, MCQs)

e) List, enlist, name, define keywords are used in **Recall** level of Depth of Knowledge

f) Graph, separate, relate, contrast, narrate, compare keywords are used in **skill or concept level** of Depth of Knowledge

g) Argue, critique, formulate keywords are used in **Strategic thinking level of** Depth of Knowledge

h) Create, Synthesize, Design and reflection keywords are used in **Extended Thinking level** of Depth of Knowledge

i) **Placement assessment** is used when we want to assess student,,s prior knowledge so that we can decide what the level of student is