
Section 1 - Student Assessment and Evaluation

QLabel : Q1

Q3078265) When a teacher is designing a step-by-step experiment for students, the type of knowledge mainly applied is:

- A) Knowing how
 - B) Knowing what
 - C) Describe
 - D) Characteristics
-

QLabel : Q2

Q3078266) While explaining the underlying reasons for why a scientific law works, the type of knowledge demonstrated is:

- A) Knowing how
 - B) Knowing what
 - C) Knowing why
 - D) Engaging
-

QLabel : Q3

Q3078267) If a student remembers a concept incorrectly and uses it in an unrelated project, this shows the impact of prior knowledge as:

- A) Helps avoid applying knowledge in the wrong context
 - B) Leads to applying knowledge in the wrong context
 - C) Obstructs rethinking inaccurate knowledge
 - D) Limits understanding
-

QLabel : Q4

Q3078268) A teacher wants to collect students' feedback about a newly introduced teaching method. Which tool can be used?

- A) Prepare a survey
 - B) Publish the learning material
 - C) Demonstrate the virtual lab
 - D) Send a mail
-

QLabel : Q5

Q3078269) While developing a clear set of scoring criteria for a project, which application is best suited for preparing the rubrics?

- A) Google Calendar
 - B) Rubi star
 - C) Hot potatoes
 - D) Canvas
-

QLabel : Q6

Q3078270) While creating an online quiz where learners can select multiple correct answers, which question type should be chosen?

- A) Paragraph
 - B) Checkboxes
 - C) Multiple Choice
 - D) List
-

QLabel : Q7

Q3078271) A teacher wants to create an interactive quiz so students can check their own understanding without teacher intervention. Which software is most suitable for self-assessment?

- A) OBS
 - B) Rubi star
 - C) Hot potatoes
 - D) Canvas
-

QLabel : Q8

Q3078272) When a faculty member links the previous lesson with the current one during teaching, this primarily helps students:

- A) Develop their own strategy to comprehend the topic
 - B) Recognize the importance of the text from an assessment perspective
 - C) Build skills in solving Multiple Choice questions
 - D) Build skills in solving True/False questions
-

QLabel : Q9

Q3078273) If students repeatedly perform poorly in tests, the teacher should first:

- A) Adjust and improve classroom instruction methods
 - B) Change the seating arrangement of the students
 - C) Provide a question bank to the students
 - D) Provide a question bank along with the answer key
-

QLabel : Q10

Q3078274) When distributing a Google Form survey to participants, the most common method is to:

- A) Copy questions to Google Docs
 - B) Print out the questions
 - C) Share as a PDF file
 - D) Share a direct link with users
-

QLabel : Q11

Q3078275) In test preparation, ensuring the quality and accuracy of the tool used is:

- A) Not essential
 - B) Essential for all kinds of assessment
 - C) Essential only for assessment as learning
 - D) Essential only for assessment of learning
-

QLabel : Q12

Q3078276) While designing a quiz, if a question requires learners to provide more than one correct answer, the question type is best described as:

- A) Subjective question
 - B) Objective question
 - C) Direct question
 - D) Indirect question
-

QLabel : Q13

Q3078277) A test format where the questions are predetermined with fixed responses, and the scoring is straightforward, is an example of:

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

QLabel : Q14

Q3078278) For evaluating a student's knowledge based on the alignment between the test and the learning material taught, the most suitable form of validity is:

- A) Construct validity
 - B) Criterion validity
 - C) Content validity
 - D) Conditional validity
-

QLabel : Q15

Q3078279) When a teacher grades students based on their ability to perform tasks or experiments in a lab, the assessment type is:

- A) Quantitative assessment
 - B) Performance assessment
 - C) Formative assessment
 - D) Instructional assessment
-

QLabel : Q16

Q3078280) The Table of Specifications (ToS) is mainly used to link:

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

QLabel : Q17

Q3078281) A grading method where students' performance is compared to the performance of their peers is also called:

- A) Criterion-referenced grading
 - B) Norm-referenced grading
 - C) Standard grading
 - D) Geometric mean grading
-

QLabel : Q18

Q3078282) When assigning weightage to each unit of a course, a key factor to consider is:

- A) Usefulness of the content in a student's future job or daily life
 - B) Validity of the content
 - C) Reliability
 - D) The presence of content across various Bloom's Taxonomy levels
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QLabel : Q19

Q3078283) In course planning, certain units that require strong retention to support learning in other subjects within the same program should be given:

- A) More weightage
 - B) Less weightage
 - C) Equal weightage
 - D) No weightage
-

QLabel : Q20

Q3078284) Arrange the correct sequence of steps when preparing a Table of Specifications (ToS):

- (i) List the content to be tested
- (ii) Determine the learning objectives
- (iii) Determine the different forms of questions
- (iv) Distribute the number of questions for each unit
- (v) Distribute the questions 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)
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QLabel : Q21

Q3078285) In Bloom's Taxonomy, the ability to break down a whole into its component parts for better understanding is referred to as:

- A) Making judgments about the merits of ideas
 - B) Breaking down a whole into component parts
 - C) Using learned material in new and concrete situations
 - D) Putting parts together to form a new and integrated whole
-

QLabel : Q22

Q3078286) Once a Table of Specifications (ToS) is created for a subject, it:

- A) Needs to be changed for every exam
 - B) Need not be changed unless the course content changes
 - C) Requires only the weightage of each unit to be changed
 - D) Requires only the weightage of each ability to be changed
-

QLabel : Q23

Q3078287) The preparation of a question paper for summative assessment should be primarily based on:

- A) Level of the domain
 - B) Table of Specifications (ToS)
 - C) Content
 - D) Objectives
-

QLabel : Q24

Q3078288) When designing a test to compare student performance relative to their peers, the main focus is to:

- A) Identify differences among students based on their learning levels
 - B) Evaluate mastery of each specific learning task
 - C) Maintain the same level of difficulty for all learners
-

D) Assess only a limited scope of knowledge

QLabel : Q25

Q3078289) If a teacher reviews the mistakes students make in an exam, this process helps in identifying:

- A) Whether a differentiated curriculum is needed
 - B) How much knowledge the students currently have
 - C) The need for targeted remedial strategies
 - D) Whether ability-based grouping should be implemented
-

QLabel : Q26

Q3078290) In a classroom where the teacher adapts teaching approaches to address different learning needs of students, this approach is called:

- A) Grouping students to meet specific learning needs
 - B) Tailoring teaching methods for each individual student
 - C) Achievement test-oriented instruction
 - D) Diagnostic test-oriented instruction
-

QLabel : Q27

Q3078291) A digital platform where learners collect and organize evidence of their skills, reflect on their growth, and showcase their achievements is known as:

- A) E-mail
 - B) E-portfolio
 - C) Wikipedia
 - D) Programmed learning
-

QLabel : Q28

Q3078292) A student portfolio is most accurately described as:

- A) A single computer file
 - B) A purposeful selection of student work collected over time
 - C) A system folder on a device
 - D) A physical or digital storage location
-

QLabel : Q29

Q3078293) In developing a student portfolio, which of the following is not considered a best practice:

- A) Defining the purpose and intended use of the portfolio
 - B) Deciding who will have permission to access it
 - C) Selecting appropriate examples of student work to include
 - D) Recording parent personal details in the portfolio
-

QLabel : Q30

Q3078294) In a classroom test analysis, the discrimination index (D) helps identify how well a question distinguishes between high-performing and low-performing students. Which of the following best defines it?

- A) The difference between the proportion of top scorers answering correctly and the proportion of low scorers answering correctly
 - B) The product of the proportions of low and high scorers answering correctly
 - C) The sum of the proportions of low and high scorers answering correctly
 - D) The total number of students who answered correctly divided by the total number of candidates
-

QLabel : Q31

Q3078295) When a teacher uses a test to see how much a student's understanding or skills have changed after a lesson, what is being measured?

- A) The type of students in the classroom
 - B) The change in students' behaviour based on the content learned
 - C) The variety of abilities among students
 - D) The learning style of each student
-

QLabel : Q32

Q3078296) Teaching is best described as a _____ that aims to ensure learning outcomes are achieved by the end of instruction.

- A) Product
 - B) Process
 - C) Feedback and advice
 - D) Routine work and feedback
-

QLabel : Q33

Q3078297) According to behaviourist theory, learning can be defined as the acquisition of _____.

- A) New behaviour through stimulus–response interaction
 - B) Existing behaviour with minor modifications
 - C) Experiences during an activity
 - D) Mental processes
-

QLabel : Q34

Q3078298) Constructivist philosophy suggests that we learn best when we reflect on our _____.

- A) Experiences
 - B) Behaviour
 - C) Cognitive structures
 - D) Modified behaviour
-

QLabel : Q35

Q3078299) The main role of continuous assessment during a course is to:

- A) Check prior knowledge of students
 - B) Monitor and support learning progress while instruction is ongoing
 - C) Measure final achievement at the end of instruction
 - D) Promote lifelong learning habits
-

QLabel : Q36

Q3078300) A faculty member gives a set of conceptual questions at the beginning of the course to diagnose students' existing knowledge and misconceptions. This is an example of:

- A) Formative assessment
 - B) Continuous assessment
 - C) Diagnostic assessment
 - D) Summative assessment
-

QLabel : Q37

Q3078301) Learning is fundamentally a _____ that results in a change in behaviour

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

QLabel : Q38

Q3078302) A dichotomous question is one that requires:

- A) A detailed descriptive answer
 - B) A simple "yes" or "no" (Boolean) answer
 - C) Factual data and figures
 - D) Identification of learning difficulties
-

QLabel : Q39

Q3078303) When a teacher asks a few warm-up questions before introducing a new topic, and stops when students can't answer, moving on to the lesson—these are examples of:

- A) Leading questions
 - B) Closed-ended questions
 - C) Rhetorical questions
 - D) Open-ended questions
-

QLabel : Q40

Q3078304) A teacher assigns grades to students after evaluating their performance in a final exam. This type of assessment is known as:

- A) Preparative assessment
 - B) Diagnostic assessment
 - C) Formative assessment
 - D) Summative assessment
-

QLabel : Q41

Q3078305) While designing a course, a faculty member writes a statement describing what students should be able to do by the end of the session, ensuring it can be evaluated through assessment. This statement is called:

- A) A reference for the teacher to plan content delivery
 - B) A measurable statement of student achievement
 - C) A probing question to get responses from students
 - D) A hyphenated statement to complete syllabus coverage
-

QLabel : Q42

Q3078306) A teacher writes the learning objective as "Students should understand the concept of photosynthesis." Which issue makes this verb less effective for assessment purposes?

- A) It specifies listing as the skill
 - B) It focuses on constructing a concept
 - C) It uses an ambiguous, hard-to-measure verb
 - D) It emphasizes demonstration of knowledge
-

QLabel : Q43

Q3078307) In drafting a learning outcome, a key element that identifies the specific knowledge, skill, or attitude to be achieved is:

- A) Content
 - B) Question
 - C) Context
 - D) Connecting statement
-

QLabel : Q44

Q3078308) When a teacher wants to check if students can use learned concepts in solving a real-world scenario, the most suitable question type is:

- A) Rhetorical question
 - B) Leading question
 - C) Problem-solving question
 - D) Funnel question
-

QLabel : Q45

Q3078309) The primary purpose of a learning outcome in instructional planning is to:

- A) Communicate expectations to learners clearly
 - B) Demonstrate learning without assessment
 - C) Correct learning gaps directly
 - D) Schedule class activities
-

QLabel : Q46

Q3078310) By the end of a course, the specific statements that define what students are expected to achieve are known as:

- A) Course models
 - B) Course outcomes
 - C) Programme outcomes
 - D) Lesson plan
-

QLabel : Q47

Q3078311) A faculty member is classifying test items using Bloom's taxonomy. Which of the following is **not** considered a lower-order thinking process?

- A) Explaining a concept in one's own words
 - B) Reciting principles from memory
 - C) Remembering formulae
 - D) Matching states to their capitals
-

QLabel : Q48

Q3078312) For a learning objective to be considered valid and acceptable, it should be:

- A) Observable and high-level
 - B) Observable and clear
 - C) High-level and clear
 - D) Observable, high-level, and clear
-

QLabel : Q49

Q3078313) A final-year engineering student is asked to diagnose the root cause of a machine malfunction by breaking down operational data into patterns and causes. This task primarily involves:

- A) Feeling motivated
 - B) Problem analysis
 - C) Playing a musical instrument
 - D) Maintaining self-control
-

QLabel : Q50

Q3078314) A faculty member designing a new AI course begins by creating a structured syllabus, delivering interactive lectures, and later evaluating students' project outcomes. This sequence reflects the three core steps in the instructional process:

- A) Planning instruction, delivering the instruction, and assessing learning outcomes
 - B) Planning instruction, selecting a textbook, and assessing learning outcomes
 - C) Planning instruction, assessing learning outcomes, and reporting to parents
 - D) Selecting a textbook, assessing learning outcomes, and delivering instruction
-

QLabel : Q51

Q3078315) In a statistics class, if 60 out of 80 students answer a question correctly, the instructor calculates the item difficulty using the formula $P = 100 \times \frac{R}{T}$. Here, R is the number of students correct, and T is the total who attempted. The correct representation of the formula is:

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

QLabel : Q52

Q3078316) After conducting a midterm exam, the teacher uses item analysis data to refine questions for future assessments, ensuring that poorly performing items are modified or replaced. This process is primarily aimed at:

- A) Standardizing the test items
 - B) Motivating the students
 - C) Self-learning exercise
 - D) Helping the controller of Examination to conduct the exam
-

QLabel : Q53

Q3078317) A chemistry student is asked to find the pH of a solution using a well-known formula. The solution requires straightforward substitution and calculation. This is an example of:

- A) Creative problem
 - B) Open-ended problem
 - C) Closed-ended problem
 - D) Innovative problem
-

QLabel : Q54

Q3078318) A software engineering challenge asks students to build a search algorithm that produces correct results, but they can choose any logical approach—standard or unconventional. This represents:

- A) Open-ended problem
 - B) Closed-ended problem
 - C) Questioning problem
 - D) Problem with lower-order ability
-

QLabel : Q55

Q3078319) In a digital portfolio for a graphic design course, the chosen content—design drafts, final works, and client feedback—is primarily selected 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
-

QLabel : Q56

Q3078320) When creating a rubric for evaluating engineering prototypes, a faculty member uses a benchmark example to clarify what "excellent" quality means. This practice mainly helps 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 in a rubric
-

QLabel : Q57

Q3078321) An online learning platform allows students to upload coding assignments, project documentation, and innovation challenges they've completed over the semester to demonstrate growth. This is an example of:

- A) Student social status over time
 - B) Student academic and exemplary work over time
 - C) Student physical growth over time
 - D) Student mental growth over time
-

QLabel : Q58

Q3078322) In test development, which of the following is NOT recognized as a type of measurement validity?

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

QLabel : Q59

Q3078323) A mathematics test given by Teacher A resulted in most students scoring high marks, with only a few scoring very low, producing a negatively skewed distribution. This suggests that the test was:

- A) Difficult
 - B) Easy
 - C) Moderately difficult
 - D) Neither too easy nor too difficult
-

QLabel : Q60

Q3078324) In a classroom test, the score distribution shows a long tail toward the higher values, but most students have low scores. This positively skewed distribution implies:

- A) The mode is high
 - B) The mean, median, and mode are equal
 - C) Most of the scores are high
 - D) Most of the scores are low
-

QLabel : Q61

Q3078325) When a test item yields a difficulty index of **0.06**, it can best be interpreted as:

- A) An item that poses extreme challenge to most learners.
 - B) An item with moderate complexity for the learners.
 - C) An item that can be solved with relative ease.
 - D) An item that is difficult but not impossible for most learners.
-

QLabel : Q62

Q3078326) If the proportion of correct responses is **0.90** for the upper group and **0.30** for the lower group, the computed discrimination index would be:

- A) 0.60
 - B) 1.20
 - C) 0.76
 - D) 0.42
-

QLabel : Q63

Q3078327) For an assessment item with a difficulty index of **0.65**, the most appropriate action would be to:

- A) Retain it in the question bank or include it in future assessments.
 - B) Eliminate it entirely.
 - C) Modify or restructure the item.
 - D) Replace it with a new item.
-

QLabel : Q64

Q3078328) In a **negatively skewed** distribution, the following is **NOT** true:

- A) The median is lower than the mode.
 - B) The mean is not greater than the median.
 - C) The mode is smaller than the median.
 - D) The mean is less than the mode.
-

QLabel : Q65

Q3078329) If **26 out of 50** students answer item #1 correctly, the item's difficulty index is:

- A) 0.24
 - B) 1.0
 - C) 1.92
 - D) 0.52
-

QLabel : Q66

Q3078330) The domain of learning that is most challenging to measure directly through objective assessments is:

- A) Cognitive
 - B) Affective
 - C) Psychomotor
 - D) Knowledge
-

QLabel : Q67

Q3078331) In a **normal distribution**, which statement is accurate?

- A) The median is not equal to the mode but equals the mean.
 - B) The median differs from both the mean and the mode.
 - C) The median equals the mode but not the mean.
 - D) Mean, median, and mode are all equal.
-

QLabel : Q68

Q3078332) The factor that drives, channels, and sustains a learner's engagement is:

- A) Motivation
 - B) Direction
 - C) Task
 - D) Behaviour
-

QLabel : Q69

Q3078333) A student's _____ prior knowledge can obstruct learning and classroom engagement:

- A) Accurate
 - B) Sufficient
 - C) Inaccurate
 - D) Appropriate
-

QLabel : Q70

Q3078334) Declarative knowledge refers to:

- A) Executing a procedure ("doing what")
 - B) Understanding factual information ("knowing what")
 - C) Participating actively
 - D) Identifying characteristics
-

QLabel : Q71

Q3078335) Evaluation is the process of:

- A) Conducting a qualitative analysis
 - B) Conducting a quantitative analysis
 - C) Combining qualitative and quantitative analysis
 - D) Combining qualitative and quantitative analysis, with a judgmental interpretation
-

QLabel : Q72

Q3078336) Which of the following assessment tools fall under **direct assessment methodology**?

- (i) Standardised 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)
-

QLabel : Q73

Q3078337) _____ assessment can be used to gauge a student's level of interest in a topic:

- A) MCQ-based assessment
 - B) Direct assessment
 - C) Indirect assessment
 - D) Quantitative assessment
-

QLabel : Q74

Q3078338) In a question paper, supply-type items are effective for measuring a student's ability to:

- (i) Organise the answer
- (ii) Solve a problem
- (iii) Recall from given options
- (iv) Correct a given statement

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

QLabel : Q75

Q3078339) Faculty use both **Assessment for Learning** and **Assessment of Learning** to:

- A) Identify students' learning needs
 - B) Evaluate performance at specific intervals
 - C) Monitor progress and bridge learning gaps
 - D) Measure final achievement levels
-

QLabel : Q76

Q3078340) Which of the following is most appropriate for framing a **short answer question**?

- A) Define Bernoulli distribution.
 - B) What is Bernoulli distribution?
 - C) Write all you know about Bernoulli distribution.
 - D) Explain Bernoulli distribution in detail.
-

QLabel : Q77

Q3078341) A structured essay question is often preferred over a fully open-ended essay because it helps to:

- A) Reduce reliability
 - B) Reduce validity
 - C) Increase ambiguity
 - D) Enhance both reliability and validity
-

QLabel : Q78

Q3078342) Which of the following is an example of **open-ended questions**?

- (i) Short answer type questions
- (ii) Multiple choice questions
- (iii) Match-the-following questions

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

QLabel : Q79

Q3078343)

S.No	Scenario / Premise	Possible Response Mapping
1	<i>Completion-type question items are integrated into both formative and summative evaluations when the scope of acceptable answers is highly constrained.</i>	i) Used when responses can be precisely bounded and assessed quickly.
2	<i>Short-answer items often suffer from inherent subjectivity, leading to interpretational differences and unclear grading benchmarks.</i>	ii) Noted for potential ambiguity and lack of clarity in expected answers.
3	<i>Essay-type questions can extend beyond simple recall, enabling evaluation of structured thinking, analytical depth, and synthesis.</i>	iii) Can effectively measure higher-order skills such as problem solving and reasoning.
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

QLabel : Q80

Q3078344) In competency-based evaluation, tasks designed to assess **higher-order thinking** and the ability to transfer learning to unfamiliar situations are best achieved through:

- A) Items that mirror the exact taught content.
- B) Short-answer type questions.
- C) Items with unnecessarily complex wording.
- D) Questions that require applying learned content to real-world or novel contexts.

QLabel : Q81

Q3078345) A **standardized test** is best described as an assessment that is:

- A) Administered under clearly defined, uniform conditions for all participants.
 - B) Conducted through spontaneous classroom questioning.
 - C) Performed by observing learners in the classroom.
 - D) Designed only for a select group of students
-

QLabel : Q82

Q3078346) The **active learning strategy** that enables collaborative problem-solving, exchange of ideas, and peer feedback is referred to as:

- A) Assignment.
 - B) Seminar.
 - C) Tutorial.
 - D) Discussion.
-

QLabel : Q83

Q3078347) One advantage of **objective-type items** over essay-type items is that they:

- A) Are easier to interpret and score.
 - B) Require less technical subject knowledge.
 - C) Allow for broader sampling of content.
 - D) Take less time to prepare.
-

QLabel : Q84

Q3078348) In constructing MCQ items, which of the following is **NOT** a correct principle?

- A) The stem should be meaningful and self-contained.
 - B) The stem should avoid irrelevant information.
 - C) The stem should be phrased as a question or an incomplete statement.
 - D) All alternatives should deliberately be implausible.
-

QLabel : Q85

Q3078349) An assessment is considered _____ when it consistently produces the same results with the same group of learners:

- A) Valid.
 - B) Invalid.
 - C) Reliable.
 - D) Unreliable.
-

QLabel : Q86

Q3078350) An assessment conducted **before the start of instruction** to determine students' prior knowledge and readiness is called:

- A) Preparative assessment.
 - B) Formal assessment.
 - C) Formative assessment.
 - D) Summative assessment.
-

QLabel : Q87

Q3078351) The attribute of an assessment that ensures it **measures exactly what it is intended to measure** is called:

- A) Validity.
 - B) Reliability.
 - C) Usability.
 - D) Comprehensiveness
-

QLabel : Q88

Q3078352) The scoring tool used to assess **qualitative performance** based on predefined criteria and performance levels is called:

- A) Rubrics.
 - B) Scale.
 - C) Inventories.
 - D) Mid-term test.
-

QLabel : Q89

Q3078353) The **Test-Retest method** is primarily used to establish:

- A) Validity.
 - B) Reliability.
 - C) Usability.
 - D) Objectivity.
-

QLabel : Q90

Q3078354) **Consistency in assessment outcomes** is demonstrated through:

- A) Appropriateness of interpretation.
 - B) Achievement of comparable results across repeated measures.
 - C) Usability of the test.
 - D) Ability to discriminate between student abilities
-

QLabel : Q91

Q3078355) The analogy of a mother tasting food while cooking corresponds to:

- A) Assessment for Learning.
 - B) Assessment as Learning.
 - C) Assessment of Learning.
 - D) Assessment and Learning.
-

QLabel : Q92

Q3078356) Learning objectives within the **affective domain** primarily focus on:

- A) Attitudes, values, and emotional responses.
 - B) Motor skills and physical coordination.
 - C) Knowledge acquisition.
 - D) Intellectual reasoning abilities.
-

QLabel : Q93

Q3078357) Objectives in the **psychomotor domain** emphasize:

- A) Attitudes.
 - B) Skills in operating equipment or performing physical tasks.
 - C) Knowledge recall.
 - D) Interest in narrative or storytelling.
-

QLabel : Q94

Q3078358) Learning objectives in the **cognitive domain** are concerned with:

- A) Attitudes.
 - B) Motor skills.
 - C) Knowledge and intellectual abilities.
 - D) Value systems in education
-

QLabel : Q95

Q3078359) For entrance examinations, the most crucial form of validity to ensure is:

- A) Content validity.
 - B) Construct validity.
 - C) Concurrent validity.
 - D) Predictive validity.
-

QLabel : Q96

Q3078360) The single most important characteristic of a **high-quality assessment tool** is:

- A) Validity.
 - B) Objectivity.
 - C) Discrimination.
 - D) Comprehensiveness.
-

QLabel : Q97

Q3078361) A major limitation of **essay-type questions** is:

- A) Low reliability in scoring.
 - B) Limited usability in scoring.
 - C) Difficulty in measuring complex learning outcomes.
 - D) Overall difficulty in administration.
-

QLabel : Q98

Q3078362) **Concurrent validity** refers to:

- A) Two tests administered simultaneously.
 - B) Agreement between two or more evaluators.
 - C) Consistent relationship among items in a test.
 - D) Strong correlation of scores between two tests measuring the same attribute.
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QLabel : Q99

Q3078363) **Construct validity** refers to:

- A) Strong correlation of scores between two tests measuring the same attribute.
 - B) The extent to which a construct relates to other similar measures.
 - C) Internal consistency among items in a test.
 - D) The ability of a test to produce consistent results.
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QLabel : Q100

Q3078364) The primary purpose of a **Table of Specification** in assessment design is:

- A) To define intended learning outcomes.
 - B) To prepare the lesson plan.
 - C) To ensure balanced and representative question paper design.
 - D) To assess the student's final score.
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