

ENG520 Quiz 03

1. Short answers are presented in the form of direct questions while completion items are ____ statements. **(incomplete)**
2. While constructing matching exercises one should place all of the items for one matching exercise on the ____ page. **(same)**
3. Synthesis and evaluation are the ____ level skills. **(higher)**
4. Scoring of essay items is a ____ process. **(difficult)**
5. There are ____ general methods for scoring subject-matter essays. **(two)**
6. Short answers are presented in the form of ____ questions. **(direct)**
7. Subjective test items are constructed response type questions that can be the best way to measure the students' _____ order thinking skills. **(higher)**
8. Essay type questions are divided into ____ types. **(two)**
9. Which type of test items allows the students to determine the length and complexity of the response? **(subjective)**
10. Difficulty value of less than 0.20 means item is ____ . **(difficult)**
11. There are ____ types of item formats which are included in the category of supply type. **(two)**

12. Which of the following rubric requires making a judgment about the overall quality of each student's response to an item?
(Holistic)
13. In which of the following tests items teacher can control the possibility of the guessing? **(Short Questions)**
14. Short answers, completion and fill in the blanks fall under the range of ___ test items. **(objective)**
15. When completion items are used, ___ blank/s should be used in a stem. **(single)**
16. The short answer test item is suitable for measuring a variety of outcomes. **(wide)**
17. How many widely perceived theories are there in psychosocial measurement? **(2)**
18. A rubric includes ___ elements in it. **(4)**
19. Item analysis results can be presented _____ or numerically.
(graphically)
20. A test form is statistically equated to another test form to make the resulting test scores _____. **(comparable)**
21. A system of number or values assigned to a work often combines with a level performance is known as _____. **(score)**
22. When the test is ready, the next step is to _____ it.
(administer)
23. The item difficulty in IRT is defined as the ability at which the probability of success on the item is _____ on a logit scale. **(0.5)**

24. _____ Means giving an answer or marking a judgment about something without being sure of all the facts. **(Guessing)**
25. The item characteristic curve is considered as the building block of item response theory. **(basic)**
26. Item difficulty in _____ is simply calculated by the percentage of students that correctly answered the item as refers to the p value which range from .00 to 1.00. **(Classical Test Theory)**
27. An item has a ____ level of difficulty will be less likely to be answered correctly by an examinee. **(high)**
28. Holistic rubric is good for evaluating _____ performance on a task. **(overall)**
29. _____ Can be calculated by ranking the students according to total score and then selecting the top 27% and the lowest 27% in terms of total score. **(Item Discrimination)**
30. Which of the following theories is known as latent trait theory? **(Item response theory)**
31. There are _____ types of guessing. **(two)**
32. The preparation of test items is greatly facilitated if the items are ____ recorded. **(properly)**
33. Which of the following option includes in reproducing the test? **(Knowing the photocopying machine)**
34. In ____ rubric each criterion is assessed separately by using descriptive ratings. **(analytical scoring)**
35. When an examinee chooses an answer at random from the alternatives offered, then this type of guessing is called guessing. **(blind)**

- 36.** Which of the following threats is a major threat to the validity of test score interpretations? **(Teacher's behavior)**
- 37.** There are _____ main types of rubric. **(two)**
- 38.** Holistic rubric is probably more appropriate for the items. **(essay type)**
- 39.** Items with steep ICC _____ are discriminating as compare to relatively flatter curves. **(more)**
- 40.** A rubric is a/an _____ set of criteria used for assessing a particular type of work or performance. **(explicit)**
- 41.** Multiple test forms should be assembled so that _____.

Students can't cheat

similar to one another

Need to monitor students

all of the given choices

- 42.** _____ Is a standard test-taking strategy presented to examinees taking a multiple choice assessment. **(Guessing)**
- 43.** Which of the following theories is known as true score theory in psychosocial measurement? **(Classical Test Theory)**
- 44.** Where the examinee draws upon all his knowledge and abilities to choose the answer most likely to be correct, then this type of guessing is called _____ guessing. **(informed)**

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