

03.B.2.Question Bank (Released Feb 2021)

Using questions that are already created can save a significant amount of time when creating assessments. eDoctrina offers multiple question banks to alleviate the task of creating an entire assessment from scratch. Each district will have a district-specific question bank that contains all visible questions created within the district as well as the "eDoctrina Item Bank" question bank that contains thousands of pre-loaded questions based of the NYS Regents assessments, grades 3-8 NYS Math and ELA assessments and more. There is also the opportunity to make other question banks available as an add-on module that can be purchased, but this varies by district.

The *Question Bank* can be accessed directly from the pop-up when creating an assessment:

The screenshot shows the 'Assessments' page with a navigation bar at the top containing 'Quick-links', 'Planning', 'Assessment', 'Student Support', 'Accountability', and 'Settings'. Below the navigation bar is a toolbar with buttons for '+ Create', 'Copy', 'Submit to BANK', 'Mass update', 'Mass assign', 'Export to Excel', 'Print Assessment(s)', 'Print Answer Sheets', 'Reset filters', and 'Refresh'. A search bar and a table of records are visible in the background. A modal window titled 'Create assessment, step 1: General information' is open, displaying a form with the following fields:

- Name**: Text input field.
- Date**: Date picker set to 3/12/2021.
- Grade**: Text input field with '4' entered.
- Subject**: Dropdown menu set to 'Mathematics'.
- Type**: Dropdown menu set to 'Grade Level'.
- Courses**: Text input field.
- Units**: Text input field.

A note states: 'NOTE: You must select a course if you want to receive an email that scans have been processed.' Below this is the question 'Which type of assessment do you want to build?' with three options:

- Answer Key Only**: Select this if you already have a test made and only want to enter the answer key so you can print answer sheets.
- Build Questions**: Select this if you would like to either enter the full questions into eDoctrina or select questions from one of your question banks. (This option is selected with a radio button.)
- Build a Rubric**: Select this if you would like to build a rubric. Only use this option if the entire assessment is a rubric, otherwise choose another option.

At the bottom of the modal, there is a checkbox 'Check this box to hide this popup in the future and go directly to the editor.' and two buttons: 'Go Directly To Editor' and 'Cancel'.

or from within the *Assessment Editor* for a specific assessment:

Quick-links Planning Assessment Student Support Accountability Settings

Edit assessment (#504546) Sample Test

General Questions Online Settings Print Settings Instructions & Notes Proficiency Table Attachments Additional

Questions bank Answers key Questions Rubric List Hide Standards

Created by Brown, Charlie #2741386

Question: How many planets in the Solar System?

#	Answers	Correct
a.	7	<input checked="" type="checkbox"/>
b.	9	<input type="checkbox"/>
c.	8	<input type="checkbox"/>

Type: Letter (a,b,c)
 Choices: 3
 Scoring: Single correct answer type
 Correct: a
 Special scoring: None
 Points: 3

Put page break after this question when printing assessment Put line after question

As a result, a question bank “Setup” screen will open in a new tab. Here you will be able to access the Question Bank of your choice to continue building your assessment.

Setup 1197758 Fowler_Online

Question Bank Search passage, question or standard

eDoctrina Items Bank Question #, body, answer, etc... More filters Reset filters Back to test

Selected Questions 9 View Questions Preview Online

Records 1-20 of 82697 | Goto 1 2 3 ... 4133 4134 4135 next page 20 50 100 200 records per page

353499 FREE Content, eDoctrina MC

Question: Why is the surface of Mercury covered with meteor impact craters, while Earth's surface has relatively few craters?

Answers

- Mercury is larger than Earth, so it gets hit with more meteors.
- Mercury is an older planet, so it has a longer history of meteor impacts.
- Earth's less dense water surface attracts fewer meteors.
- Earth's hydrosphere and atmosphere destroyed or buried most meteor impact sites.

1 standard(s)

353513 FREE Content, eDoctrina MC

Question: Which information best supports the inference that the universe began with an explosion?

Answers

- measurements of rates of decay using carbon-14
- measurements of cosmic background radiation
- calculations of the distance from the Sun to each asteroid in the asteroid belt
- calculations of the temperature and luminosity of stars

1 standard(s)

353517 FREE Content, eDoctrina MC

Question: A blue shift of the light from a star indicates that the star

Answers

- will soon become a main sequence star
- will soon become a giant star
- is moving closer to Earth
- is moving away from Earth

1 standard(s)

353519 FREE Content, eDoctrina MC

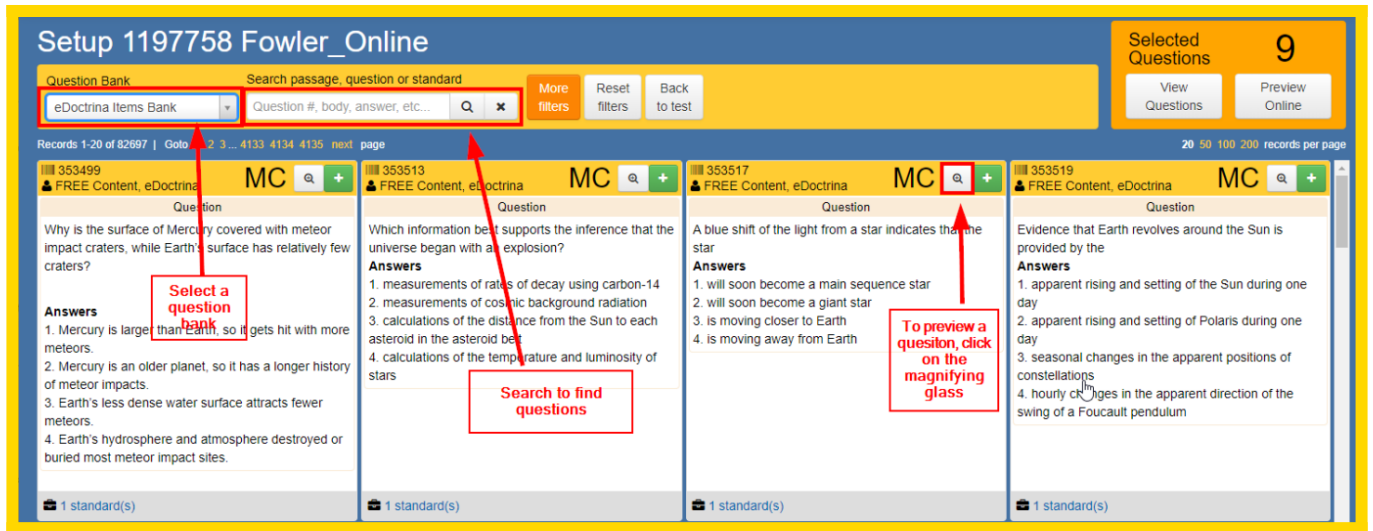
Question: Evidence that Earth revolves around the Sun is provided by the

Answers

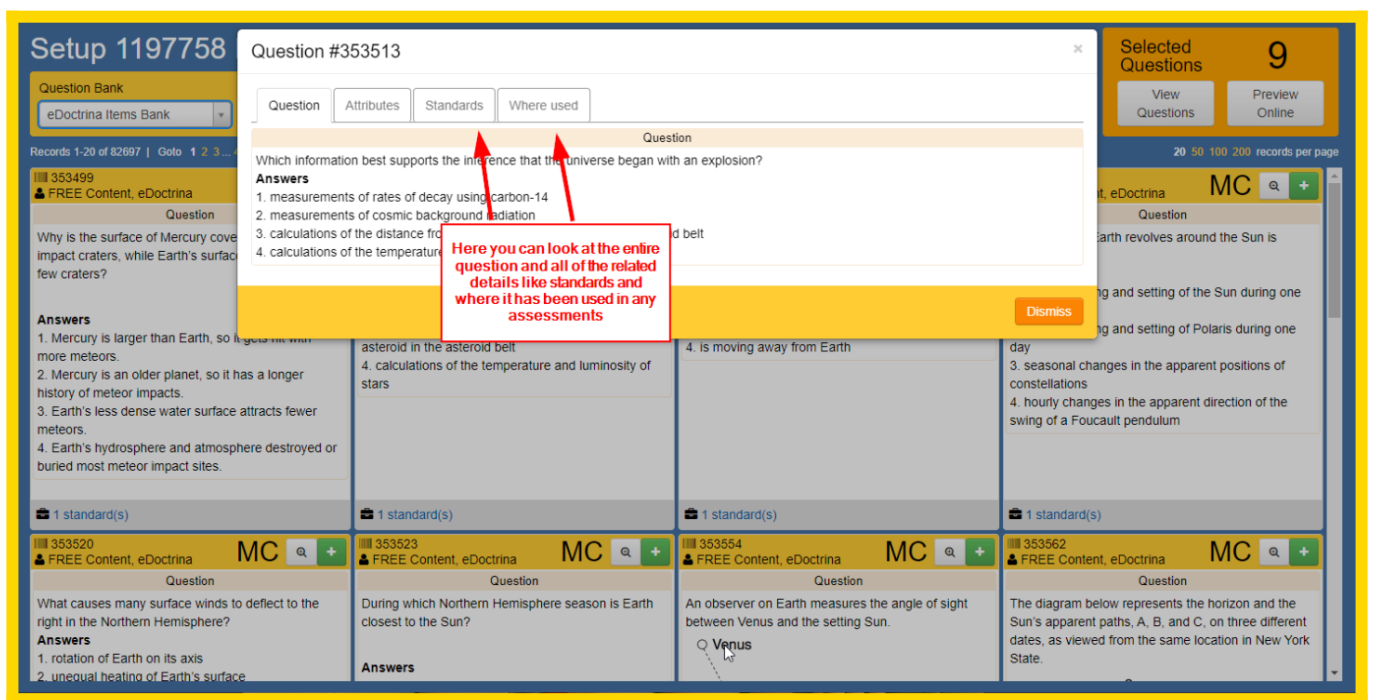
- apparent rising and setting of the Sun during one day
- apparent rising and setting of Polaris during one day
- seasonal changes in the apparent positions of constellations
- hourly changes in the apparent direction of the swing of a Foucault pendulum

1 standard(s)

Use the drop-down menu in the upper left-hand corner to choose the Question Bank you wish to search. Use the Search Bar for a simple way to find questions. The results will automatically adjust to meet the criteria of your search. To add a question to your assessment simply click on the green +(plus) button on the question tile.




To take a closer look at a question, click on the magnifying glass in the upper right-hand corner of the question you want to see. A box will open showing the entire question, including tabs to click to see details like standards linked to the question, and where the question has been used on other assessments.



If you select an item that is tied to a passage, you will automatically get a pop up asking if you would like to easily add additional questions to your assessment that are linked to the same passage.

Question linked to the same passage as just added question

There is 1 other question linked to the same passage. Please use GREEN button if you want to add additional questions to the assessment.

<p>4 358420 FREE Content, eDoctrina MC</p> <p>Passage</p>  <p>Question</p> <p>According to the speaker, Marx initially learned to play the harp in order to</p> <p>Answers</p> <ol style="list-style-type: none"> 1. play in a stage orchestra 2. master a difficult instrument 3. increase his income 4. teach his mother <p>1 standard(s)</p>	<p>358423 FREE Content, eDoctrina MC</p> <p>Passage</p>  <p>Question</p> <p>By including the description of Marx as not "an intellectual, but ... brilliant," the speaker implies that Marx was</p> <p>Answers</p> <ol style="list-style-type: none"> 1. talented, despite a lack of formal education 2. brave, despite facing many challenges 3. generous, despite a deprived childhood 4. private, despite being a movie star <p>1 standard(s)</p>
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Add all Dismiss

To complete a more advanced search, use the "More filters" button.

Setup 1197758 Fowler_Online

Question Bank Search passage, question or standard

eDoctrina Items Bank Question #, body, answer, etc... More filters Reset filters Back to test

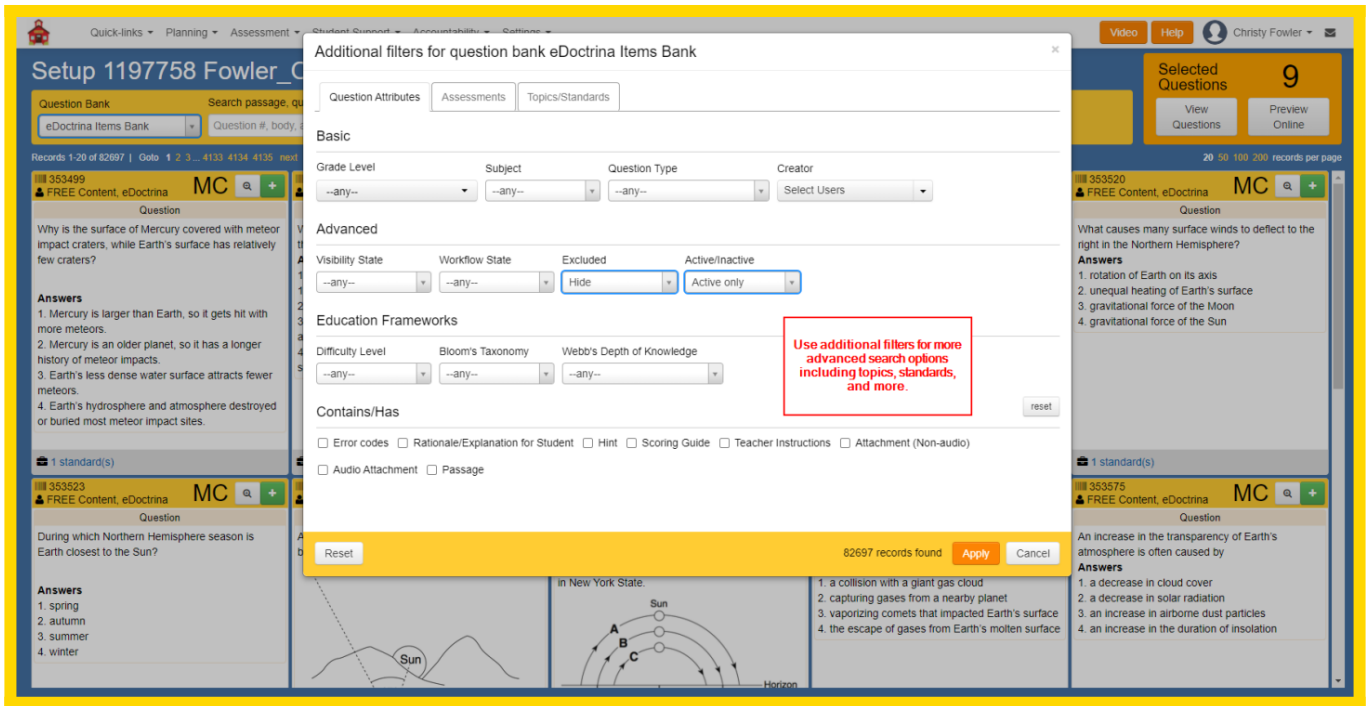
Records 1-20 of 82697 | Goto 1 2 3... 4133 4134 4135 next page 20 50 100 200 records per page

<p>353499 FREE Content, eDoctrina MC</p> <p>Question</p> <p>Why is the surface of Mercury covered with meteor impact craters, while Earth's surface has relatively few craters?</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Mercury is larger than Earth, so it gets hit with more meteors. 2. Mercury is an older planet, so it has a longer history of meteor impacts. 3. Earth's less dense water surface attracts fewer meteors. 4. Earth's hydrosphere and atmosphere destroyed or buried most meteor impact sites. <p>1 standard(s)</p>	<p>353513 FREE Content, eDoctrina MC</p> <p>Question</p> <p>Which information best supports the inference that the universe began with an explosion?</p> <p>Answers</p> <ol style="list-style-type: none"> 1. measurements of rates of decay using carbon-14 2. measurements of cosmic background radiation 3. calculations of the distance from the Sun to each asteroid in the asteroid belt 4. calculations of the density of the stars <p>1 standard(s)</p>	<p>353517 FREE Content, eDoctrina MC</p> <p>Question</p> <p>A blue shift of the light from a star indicates that the star</p> <p>Answers</p> <ol style="list-style-type: none"> 1. will soon become a main sequence star 2. will soon become a giant star 3. is moving closer to Earth 4. is moving away from Earth <p>1 standard(s)</p>	<p>353519 FREE Content, eDoctrina MC</p> <p>Question</p> <p>Evidence that Earth revolves around the Sun is provided by the</p> <p>Answers</p> <ol style="list-style-type: none"> 1. apparent rising and setting of the Sun during one day 2. apparent rising and setting of Polaris during one day 3. seasonal changes in the apparent positions of constellations 4. hourly changes in the apparent direction of the swing of a Foucault pendulum <p>1 standard(s)</p>
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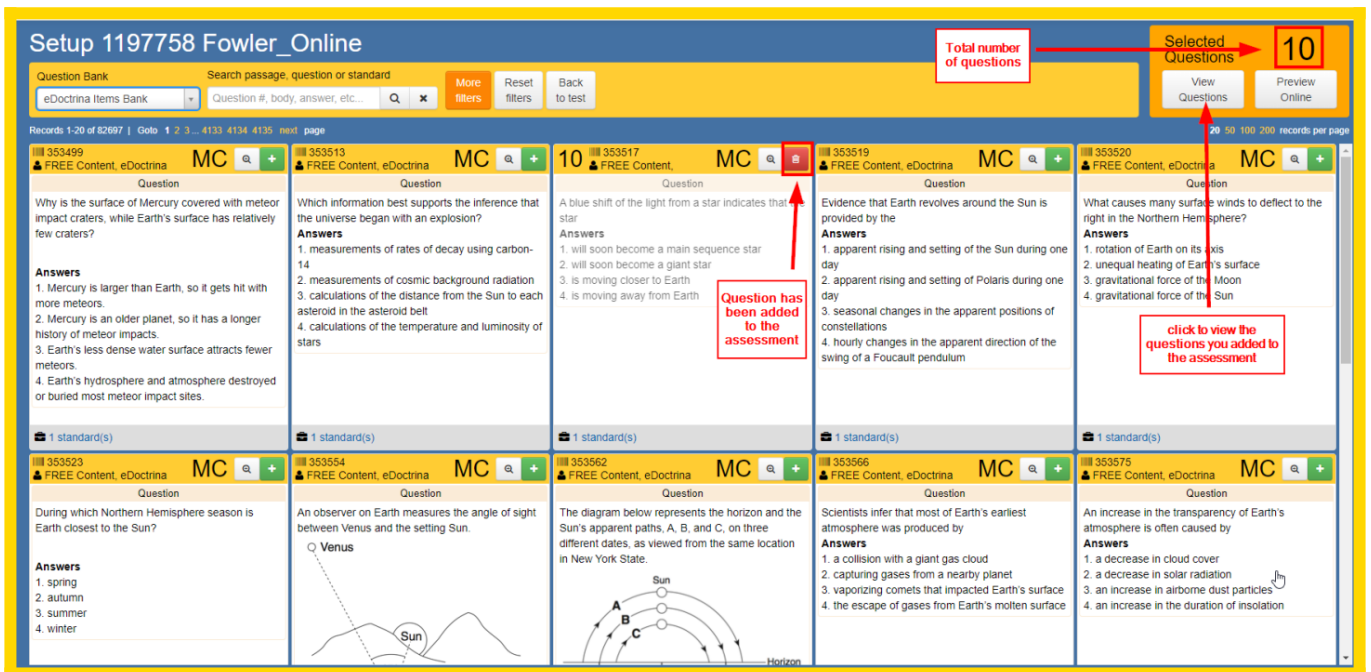
Selected Questions 9 View Questions Preview Online

Click "More filters" to run a more advanced search.

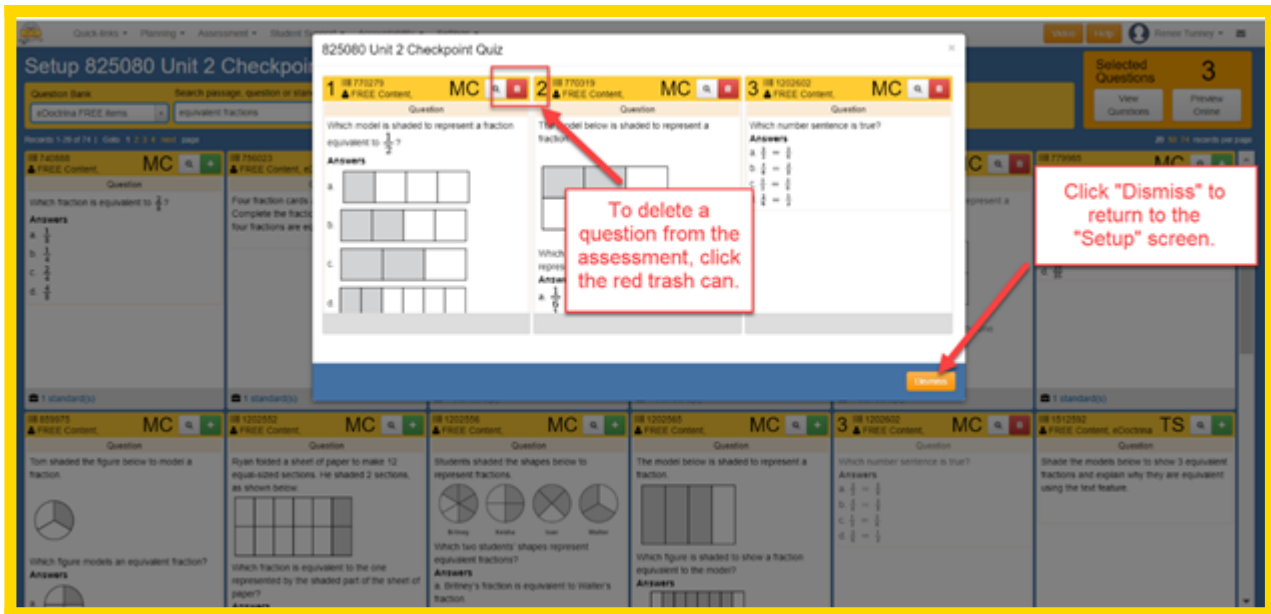
This button opens a window with a variety of additional filters and criteria to use to search to find the kinds of questions you are looking for. To learn more about specific filtering options shown on the screen below, [click here](#).



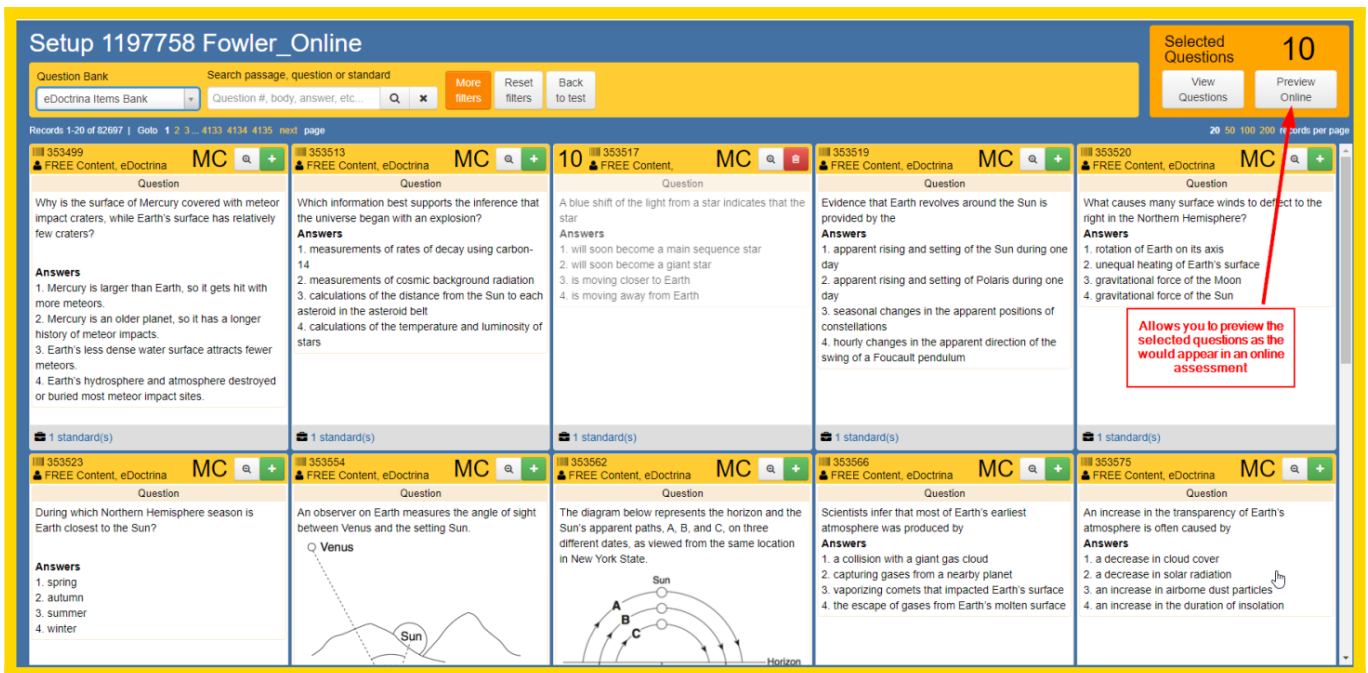
In the upper right-hand corner of each question box you will see a green (+) plus sign, or a red trash can. The red trash can indicates the question has been added to the assessment. To remove that question, you can simply click the red trash can. To preview all questions that have been added to the assessment in one place, click on the “View Questions” button in the upper right-hand corner of the “Setup” screen.



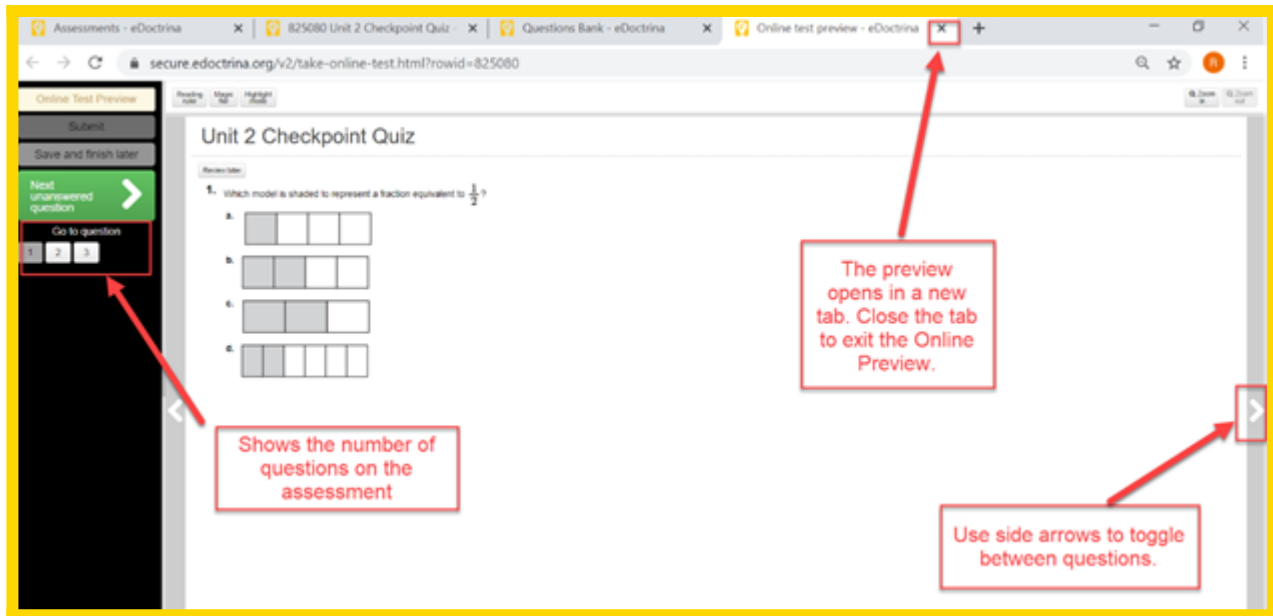
A new box will open displaying all questions selected and linked from the Question Bank to the assessment. You can use the red trash can to remove any questions you may no longer wish to use or that have been added in error. When you are finished viewing the questions, simply click “Dismiss” and you will be returned to the “Setup” screen.



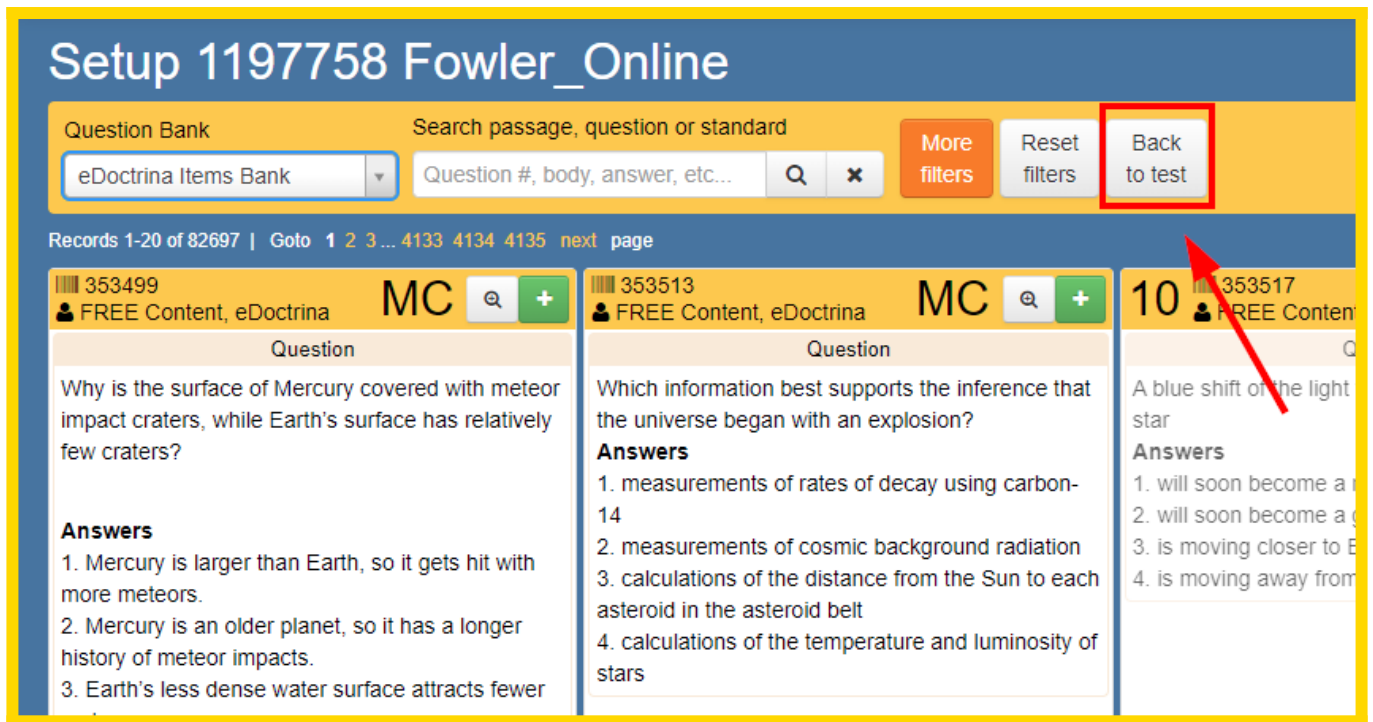
The questions added to your assessment are able to be used for online testing. To preview what these questions would look like when given online, click the “Preview Online” button.



A new tab will open to show the “Online test preview.” Here you will see exactly what students would see if they were taking the assessment. The number of questions are listed on the left. Each numbered box links directly to its corresponding question. You are also able to toggle between questions using the arrows on either side of the question displayed on the screen. When you are finished previewing the assessment online, simply close the tab.



Once you have navigated back to the main question bank page and have completed adding all of your selected items to your assessment, click the "Back to test" button.







You will be instantly redirected to the assessment editor where you can layer on student response tools, modify assessment items, reorder questions, link learning standards and more! For more details about our robust assessment editor features, [click here](#).

- ◆ Add questions
- Add passage
- Copy Question(s)
- Select all
- Unselect
- Delete selected
- Change special scoring
- Setup weighting
- Setup numbering
- Import questions from DOC/DOCX

Created by FREE Content, eDoctrina #770279

Question

Which model is shaded to represent a fraction equivalent to $\frac{1}{2}$?

	Answers	Correct
a		<input type="checkbox"/>
b		<input checked="" type="checkbox"/>
c		<input type="checkbox"/>
d		<input type="checkbox"/>

Type Letter (a,b,c)

Choices 4

Scoring type Single correct answer

Correct b

Special scoring None

Points 1

more

STANDARDS

4.NF.1. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{c}{d}$ ($\frac{a}{b} = \frac{c}{d}$) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

District Set NY Common Core Learning Stan...

Subject Mathematics

Grade Standard 4

Math Common Core 2011

Sub-Standard --any--

Search by name

search

64 standards(s) loaded

To link a standard, drag and drop standard to question area OR double click on a standard to link the same standard to multiple questions.

ALL STANDARDS

- Math Common Core 2011
- NYCC 4.G. Geometry
- 1-3 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
- 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Put page break after this question when printing assessment Put line after question