

03.B.2.Question Bank

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 eDoctrina interface with the 'Assessments' section. A '+ Create' button is highlighted with a red box. A red arrow points from this button to the 'Build Questions' option in the 'Which type of assessment do you want to build?' section of the 'Create assessment, step 1: General information' pop-up. The pop-up also includes a table of existing assessments with columns for Edit, View, Assign, Print, and ID.

	Edit	View	Assign	Print	ID
<input type="checkbox"/>					82145
<input type="checkbox"/>					82100
<input type="checkbox"/>					82087
<input type="checkbox"/>					82085
<input type="checkbox"/>					82074

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

1 Created by Brown, Charlie #2741386

Question
How many planets in the Solar System?

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

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

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... Q x 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

353499	353513	353517	353519
FREE Content, eDoctrina MC	FREE Content, eDoctrina MC	FREE Content, eDoctrina MC	FREE Content, eDoctrina MC
<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>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 temperature and luminosity of stars <p>1 standard(s)</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>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>

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.

Setup 1197758 Fowler_Online

Question Bank: eDoctrina Items Bank

Search passage, question or standard: 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: 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. 1 standard(s)

353513 FREE Content, eDoctrina MC Question: Which information best supports the inference that the universe began with an explosion? Answers: 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 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: 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 1 standard(s)

353519 FREE Content, eDoctrina MC Question: Evidence that Earth revolves around the Sun is provided by the Answers: 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 1 standard(s)

Select a question bank

Search to find questions

To preview a question, click on the magnifying glass

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.

Setup 1197758

Question #353513

Question Attributes Standards Where used

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

Answers: 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 temperature and luminosity of stars

1 standard(s)

Dismiss

Here you can look at the entire question and all of the related details like standards and where it has been used in any assessments

353520 FREE Content, eDoctrina MC Question: What causes many surface winds to deflect to the right in the Northern Hemisphere? Answers: 1. rotation of Earth on its axis 2. unequal heating of Earth's surface

353523 FREE Content, eDoctrina MC Question: During which Northern Hemisphere season is Earth closest to the Sun? Answers:

353554 FREE Content, eDoctrina MC Question: An observer on Earth measures the angle of sight between Venus and the setting Sun. Venus

353562 FREE Content, eDoctrina MC Question: The diagram below represents the horizon and the Sun's apparent paths, A, B, and C, on three different dates, as viewed from the same location in New York State.

Selected Questions: 9

View Questions Preview Online

20 50 100 200 records per page

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.

Item ID	Content	MC
358420	FREE Content, eDoctrina	MC
358423	FREE Content, eDoctrina	MC

Passage: [Image of a person's face]

Question: According to the speaker, Marx initially learned to play the harp in order to

Answers:

1. play in a stage orchestra
2. master a difficult instrument
3. increase his income
4. teach his mother

1 standard(s)

Passage: [Image of a person's face]

Question: By including the description of Marx as not "an intellectual, but ... brilliant," the speaker implies that Marx was

Answers:

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

1 standard(s)

[Add all](#) [Dismiss](#)

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

Setup 1197758 Fowler_Online

Question Bank: eDoctrina Items Bank | Search passage, question or standard | 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

Item ID	Content	MC
353499	FREE Content, eDoctrina	MC
353513	FREE Content, eDoctrina	MC
353517	FREE Content, eDoctrina	MC
353519	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:

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.

1 standard(s)

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

Answers:

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

1 standard(s)

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

Answers:

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

1 standard(s)

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

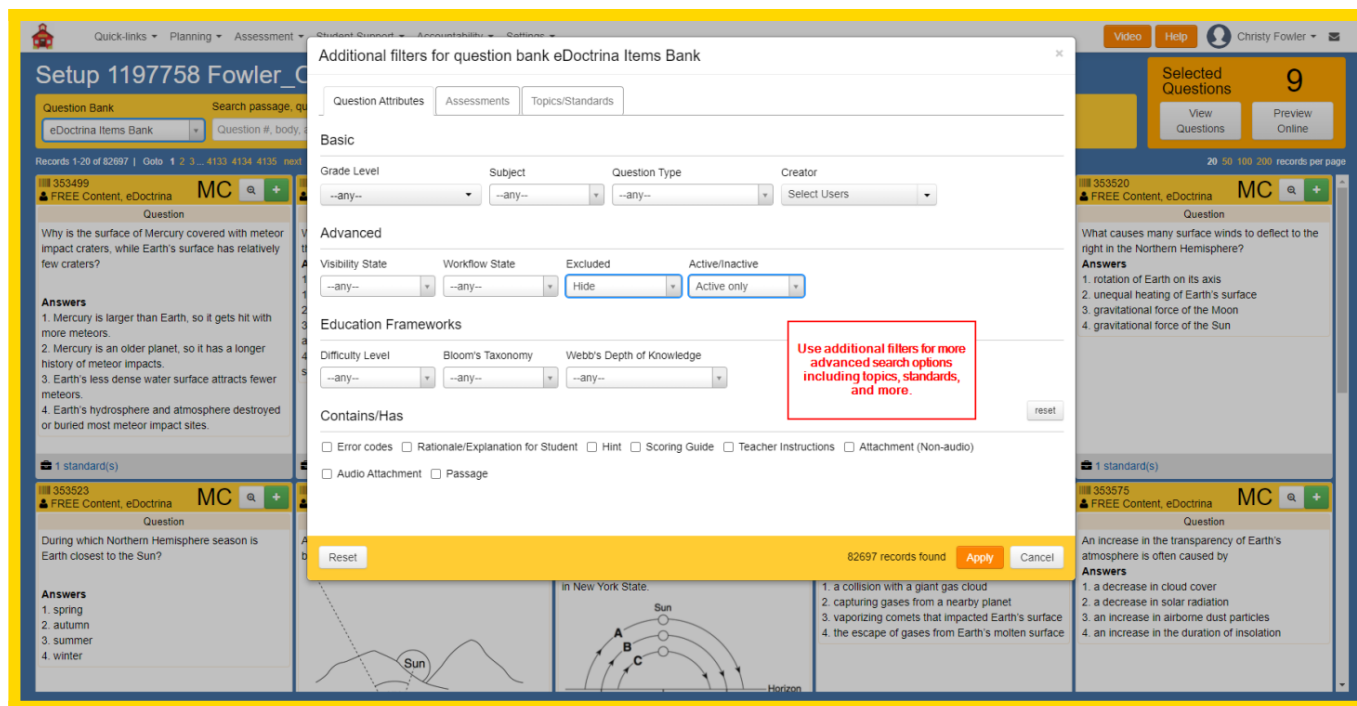
Answers:

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

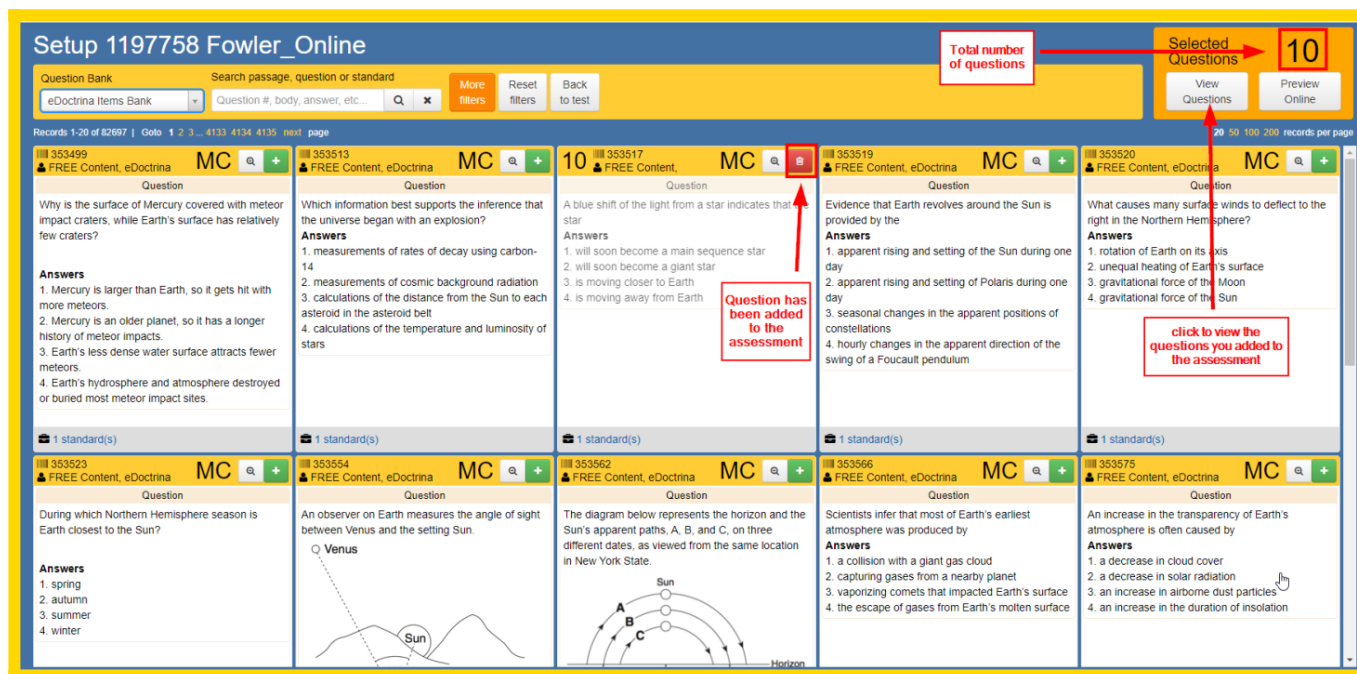
1 standard(s)

[Click "More filters" to run a more advanced search.](#)

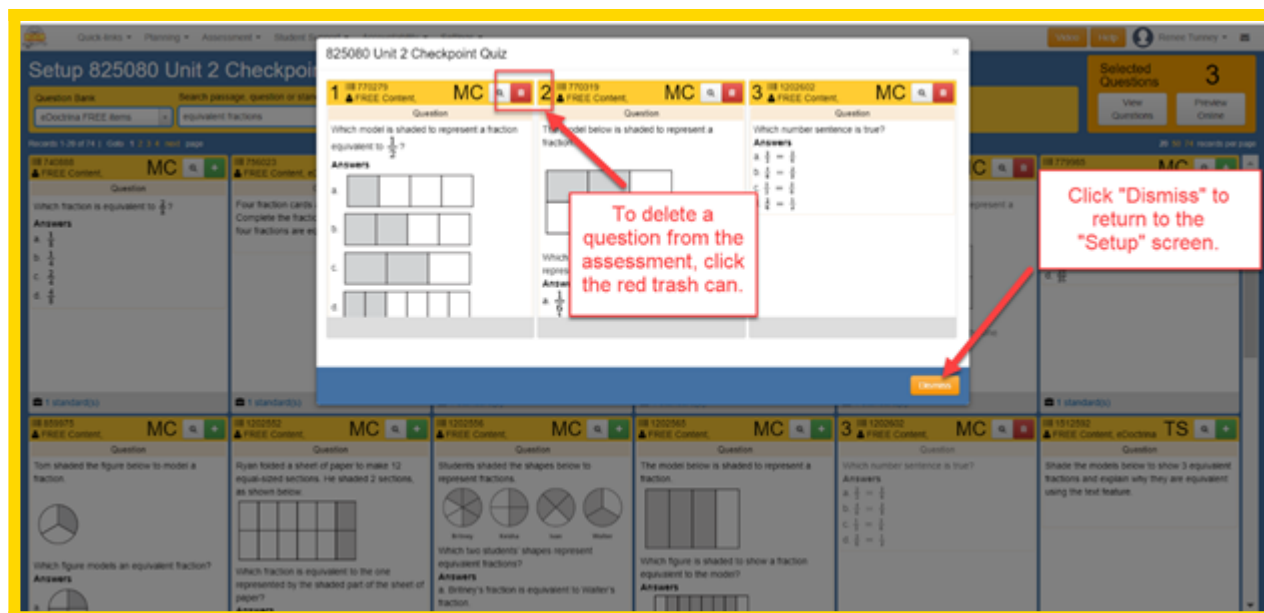
This button opens a window with a variety of additional filters and criteria to use to search to find the kinds of questions you are looking for. To learn more about specific filtering options shown on the screen below, [click here](#).



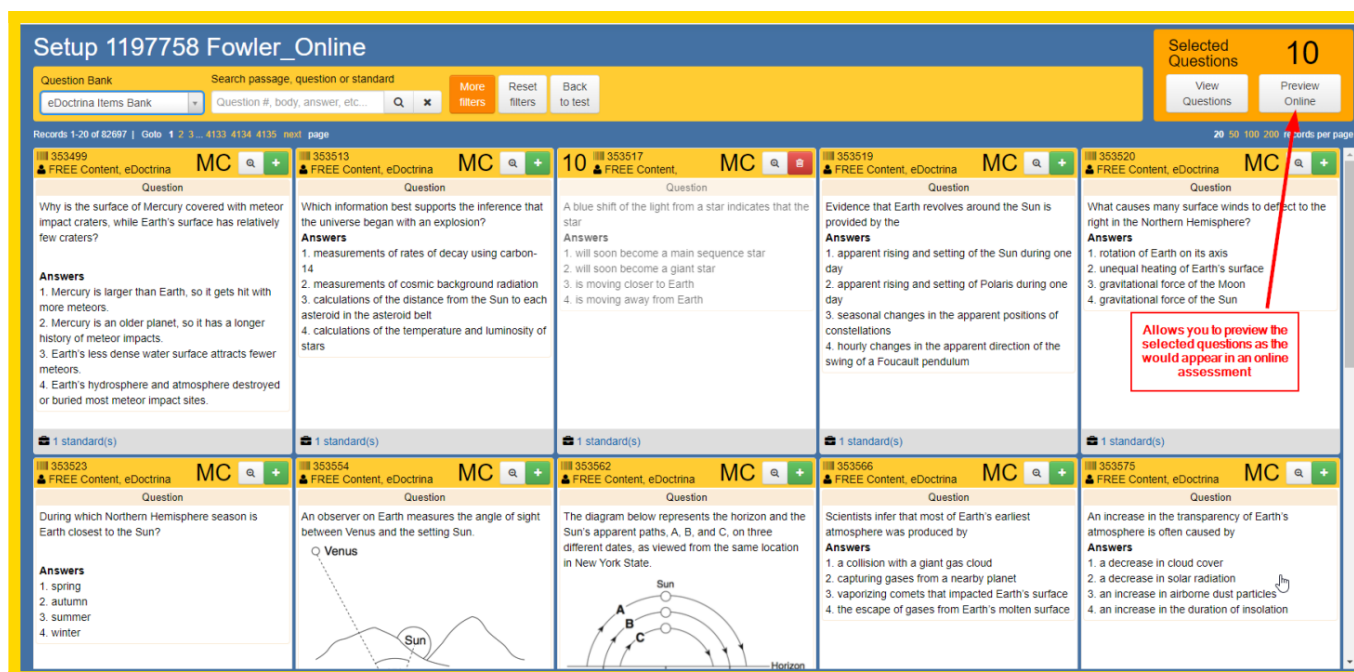
In the upper right-hand corner of each question box you will see a green (+) plus sign, or a red trash can. The red trash can indicates the question has been added to the assessment. To remove that question, you can simply click the red trash can. To preview all questions that have been added to the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



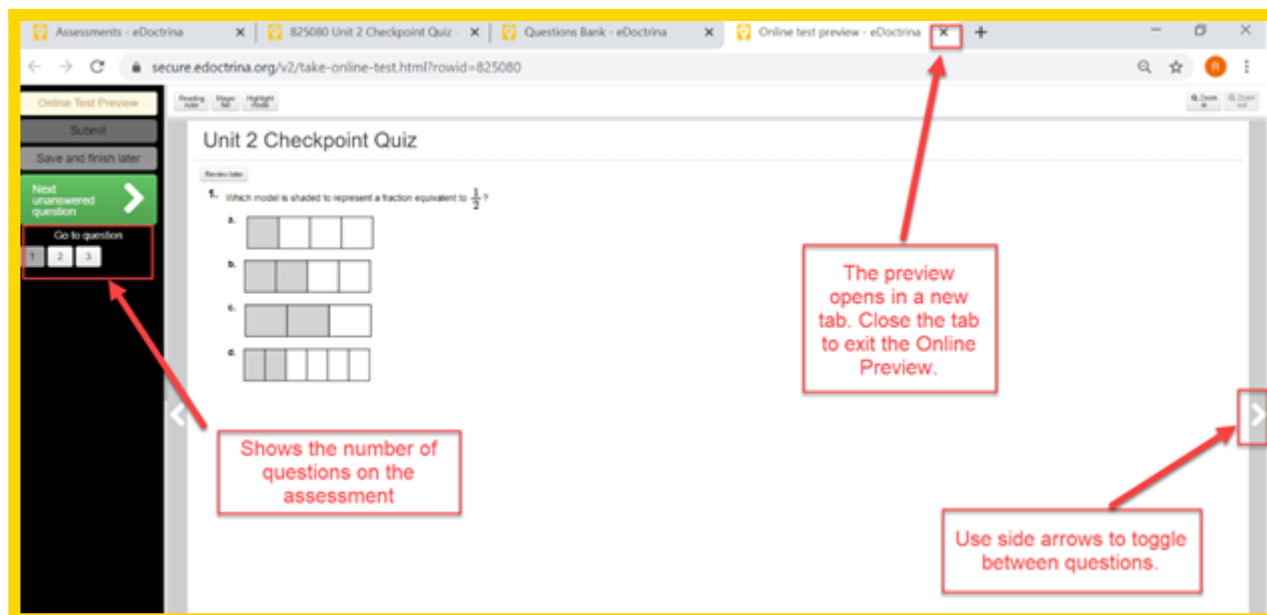
A new box will open displaying all questions selected and linked from the Question Bank to the assessment. You can use the red trash can to remove any questions you may no longer wish to use or that have been added in error. When you are finished viewing the questions, simply click “Dismiss” and you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



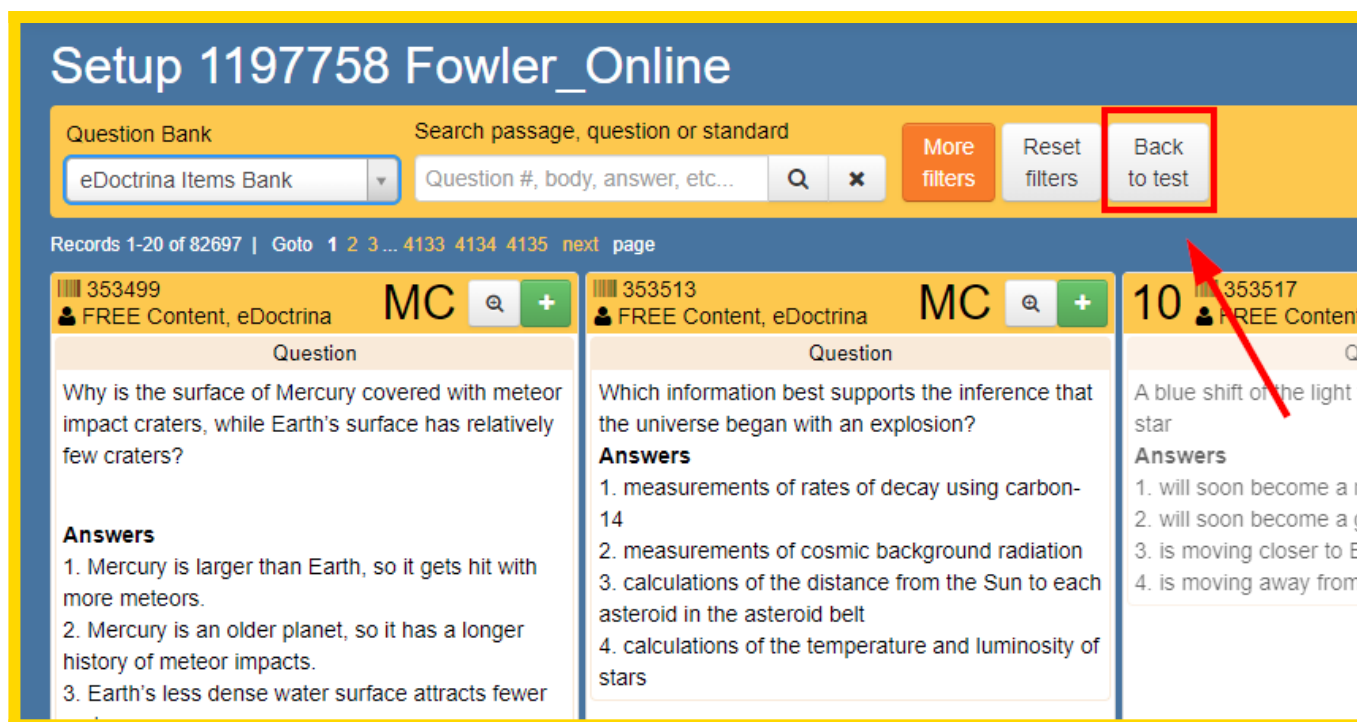
The questions added to your assessment are able to be used for online testing. To preview what these questions would look like when given online, click the “Preview Online” button.



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](#).

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

a



b



c



d



Answers

Correct

Type

Letter (a,b,c)

Choices

4

Scoring

Single correct answer

type

Correct

b

Special scoring

None

Points

1

more...

STANDARDS

4

4

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4

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

District Set

NY Common Core Learning Stan...

Mathematics

Grade

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

NY CC 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.