LOVE MY TEST Assessment Solutions

Requirements and Guidelines
LoveMyTest Question Bank Development

Content Development / AI Integration Requirement:
LoveMyTest.com is an assessment platform for schools. We have already built a question bank for NCERT curriculum. We are adding more questions in all topics as well as adding new questions to books and topics which have changed. Going forward, there would be requirements for other boards and books as well.

Objective: The objective of the question bank is for the schools to use it as a library to assemble question papers and conduct their examinations at topic/unit/half yearly or final levels. The question bank will also be used by students to do practice exercises and mock tests. The question bank is can be for school exams or for JEE or NEET exams as specified in the class and subject.

Requirement: Content developers / integrators need to create questions based on NCERT books or books from other publishers or boards, in different categories and difficulty levels as explained below. Chapters from the book would be assigned to the developers with an expected turn around time. Developers will work from home and add question in to an online system. **ANSWERS and detailed solutions are required** for all questions. Questions and answers will be reviewed by our team and any fixes needed would be closed by the developers.

When adding more questions need to check if the questions are already added previously and in which case same questions should not be added. Questions from removed subtopics also should not be added.

Subjects:
Maths, Science, English, Social Sciences, EVS and Computer Science for Classes 1-10. Maths, Physics, Chem, Bio, English, Accountancy, Economics, Commerce/Business Studies, Statistics and Computer Science for classes 11 -12.

We also add questions for JEE and NEET exams for Maths, Physics, Chemistry and Biology.

Curriculum requirement:
The curriculum primarily will be CBSE with NCERT books content. Try to make questions matching CBSE Sample questions for classes 9-12 and NCERT book exercised for other classes. However there would be specific requirements to develop questions based on other boards as well as different publishers. Many schools do not use the NCERT books for all subjects. NCERT eBooks and CBSE sample papers are available at the sites given below:
NCERT BOOK PDFs: http://ncert.nic.in/textbook/textbook.htm
NCERT Old and New syllabus: Educational Resources (edureso.com)
NCERT Removed Topics: NCERT Rationalised Content
CBSE Sample Papers Calss 10: CBSE | Class X 2023-2024 SQP (cbseacademic.nic.in)
CBSE Sample Papers Calss 12: CBSE | Class XII 2023-2024 SQP (cbseacademic.nic.in)

Originality:
- No plagiarism. Questions should not be copied from text books, publications or online resources.
- You may refer to such resources and take ideas, but try to make questions in your own words and change numbers, figures, equations, formulas etc…
- Ensure that the questions don't come up verbatim in Google searches or on plagiarism checking tools.

Question Types and count:

300 questions per chapter is the requirement. Some chapters can have slightly more or less questions depending on size of the chapter or the number of subtopics. If there is scope for more questions, increase questions proportionately in all types than just easy types.

Question types and required count for classes 1 to 7
1. Multiple Choice questions. (MCQs) : 25% of all questions
2. TRUE or FALSE(T&F) : 10% per chapter
3. Fill in the blanks (FIB): 10% per chapter
4. Very Short Answer questions (VSA) : 10% per chapter (1 mark, 1 sentence)
5. Match the following (MTF): 2-3 per chapter (5 or 6 marks)
6. Short Answer questions (SA): 5% per chapter (2 to 3 marks, 2-4 sentences)
7. Reference to context/Multi : 2-4 per chapter (5 or 6 marks)
   (Multi: Questions with one reference/stem and multiple sub questions)
8. Long Answer questions (LA): 5% per chapter (3 to 5 marks, 5-10 sentences)
9. Draw/Label: 2- 3 per chapter if relevant-images/geometry/maps (4-5 marks)
10. Very Long answer/ Essay: 5% per chapter (4 to 8 marks, 10-15 sentences)
11. CS(Casestudy/Comprehension) 5%: To take care of the Reading/Comprehension, writing skills in English and for case study or source based questions in other subjects. Here long passages, references, sources or photographs/graphs can be added based on which multiple sub questions like MCQs, FIBs, T&Fs and SAs can be added to the main question. (The difference between this type and Reference/multi question type is that, in this type you can have unlimited sub questions in proper sub categories, while in Ref/Multi, you can have just five short answer sub questions, which can be used for small reference/multi questions.)
12. AR(Assertion Reasoning) Questions 5%: In this category, there can be questions with the Assertion and Reasoning statements and 4 standard options to choose from as given in the CBSE syllabus for 2019-20.
13. NU (Numerical Questions) : 5% Only for Maths, Physics and Chemistry. Questions with numbers as answer. Final answer should be a number up to maximum 2 digits.

Make questions in all type of questions proportionately than having more questions in the easier type alone. Suggest creating one question each in each type and then repeating the process till we reach the total required numbers.

For any new book chapter, initially add questions as below:
1. MCQs : 25-40
2. T&F : 5-10
3. FIB: 5-10
4. VSA : 5-10
5. MTF: 2-3
6. SA: 5-10
7. RC : 3-5 (if scope is there)

8. LA: 5-10
9. DL: 2-3 (if scope is there)
10. VLA: 5-10
11. CS: 2-3 (if scope is there)
12. AR : 5-10

(We have started with additional questions development for most of the classes, it is okay to create 100-125 questions even in first time assigned topics as per the above split, if there is scope for adding more questions and you have extra time available.)

Quality:
- Question should be of different difficulty levels in each category:
  - -20% Easy - Direct questions (Knowledge)
  - -50% Moderate - Check knowledge, understanding, solve, numerical
  - -30% Difficult - Indirect, applied, thoughtful, critical thinking , value based
- Questions to be categorized into 6 cognitive levels as described below:
  - 1. Knowledge - Ability to recall facts and basic concepts. (30%)
  - 2. Understanding - Ability to explain ideas or concepts. (30%
  - 3. Application - Ability to use information in different situations. (10%)
  - 4. Higher Order Thinking (HOT) - Questions requiring critical thinking.(10%)
  - 5. Evaluation/Value - Ability to justify, find value and predict outcomes.(10%)
  - 6. Skill Based/Creative - Ability to produce new or original work. (10%)

  For more details, refer to the blooms level mapping given at the end of this doc.
- Exact numbers as above is not a must, but check that all types of questions are included with an approximate split as mentioned above.
- Please take care to cover all the important concepts in the chapter. Please go through the complete chapter and note the important points before starting to make questions. Else you may end up making questions on the first few pages and the later ones would get missed. You may refer to net to understand the important concepts and questions that should be covered in a topic.
- Stay within the scope of the books given and do not use terminology or content from outside the book, which could be treated as out of syllabus. Cover all the important points in the book that a student should know and avoid trivial/silly points. Should not repeat the same question across different categories of questions, especially in the low mark questions.
- Important question can be taken from the textbook exercises or from NCERT Exemplar as it is. Teachers would want to use some text book questions also in a question papers. Please make sure such questions are marked as text book exercise questions or NCERT Exemplar in the source section.
- Give the answers in your own language. Using textbook content is okay, but do not copy-paste the answers from other sources without editing.
- In mathematics and other subjects with numerics, you can create questions similar to the textbook questions with modifications in numbers, values and wordings. In computers, create programming and coding questions. Look at the exercises and check all important types of questions there are covered sufficiently.

- For language subjects, add grammar, composition and comprehension relevant to the class. Create literature questions as well as English language checking questions 50% each. Check the language level than the general information in the content.
- Accuracy is more important than anything else, hence ensure that the questions are factually correct and there are no calculation errors in numericals. Stick to the content and terminology given in the text book.
- Correct Answers/ solutions are required for all questions.
- Give hints for very difficult questions where students need some extra information like formulas, values etc. Hints go with the questions, hence do not give answers in the hint. Avoid giving hints unless it is absolutely required to solve a problem.
- Use correct English grammar and sentence structures, use of articles, capital letters, question marks, spaces after comma/full stops, space before and after operators like +, -, =, >, < etc. Ensure no spelling mistakes.
- Any equations, formulas and variables used in the system should be added using latex equation format. Please check how to create and use the latex equations from the process document. It will be good to keep all variables and numbers also in the latex format within $ symbols to make it look more emphasized.
- Images should be added with minimum dimensions to keep the size minimum on a printed question paper. Please refer to the process to add images from the process document.

English Language questions:

- For Language lessons, need to make questions related to the understanding of the language used in the lesson than just remembering facts and figures from the content. Check the reading, writing, understanding aspects of the language used in book, usage of grammar, vocabulary, new phrases, sentence structures etc. Refer to the notes for teachers given at the start of the book as well the chapter. Check the language and grammar related points discussed at the end of the chapter to make relevant questions related to them and let the students do evaluation and appreciation of different situations given in the book. Essentially every question should be in some way or other related to English language learning, based on the prose or poem.

   Add more reference-based questions (50%) in all categories than asking straight questions. Essentially all questions should lead to some language learning/ understanding/ application than remembering facts/lines/words from lesson.

   You can give difficult line/lines from the lesson/poem and can ask various question based on the interpretation, meaning, application of idioms/phrases/synonyms/antonyms etc..

   Eg:
   MCQ:
   "He should be lurking in shadow, Sliding through long grass."
   The tiger should be lurking in the shadow (A) for his prey (B) for taking rest (C) for leisure (D) for scaring others

   FIB:
   "He should be lurking in shadow, Sliding through long grass."
   In the above line, 'He' refers to a _____

   T&F:

"He should be lurking in shadow, Sliding through long grass."
The above line refers to a snake sliding through the grass. (TRUE/FALSE)

VSA:
"He should be lurking in shadow, Sliding through long grass."
What does the poet mean by 'lurking in shadow' in the above line/s?

SA
"He should be lurking in shadow, Sliding through long grass."
Explain what is being referred here and why?

(Above are just examples, not to repeat the same reference across categories)

Some other examples types

FIBs
Fill in the blanks with the appropriate word from the bracket for lower classes:
In the story 'A Game of Chance', uncle was neither _____ nor upset with Rasheed.(sad/happy)
Uncle asked Rasheed to _____ about the incident at the Lucky Shop(forget/recall)

Fill in the blanks with the correct form of words given in the bracket:
A little boy, _____ than I tried his luck.(old)
_____ luck was not with me.(Why/ Still)

Fill in the blanks with the correct idiom/phrase (far and wide, to look around)
1. He asked me if he might come in and _____
2. His fame had spread _____

VSA:
Reference to the context: (Who said to whom)
"They were playing tricks to tempt you to try your luck"
Ans: Uncle said to Rasheed

VSA/SA
Meaning of Idioms and phrases and their application in sentences:

Use the following phrases appropriately in a sentence
far and wide, to look around

CR/REF:
Use multiple lines of passages/poems and ask multiple questions based on that. The sub questions can be MCQs, FIBs and VSAs

SA/LA/VSA:
Ask to describe, explain or write a short note based meaning/ outcome/ expectation/ moral/ learning from the situation/part of a lesson/whole lesson

Examples:
SA
Lencho had faith in God but lacked faith in humanity.
Explain with reference to 'A Letter to God' (40-60 words)

LA

Life is full of trials and tribulations which can be overcome by a human being through his own efforts.
Share your views in reference to Kisa Gotami's life.(60-100 words)

VLA

Ostentation and vanity often land people in trouble. Matilda is an apt example of this. Justify.(100-150 words)

Valli shows extraordinary courage in taking a bus journey all alone.
Explain how ability and courage are essential to fulfill one's dream. (100-150 words)

Quality Checklist (Check these and update the submitted questions if required):

- Check accuracy of content. The content should be factually correct. Check that the developer has used correct definitions, terms and terminology. Any numerical problems should be checked for correct calculations. Software codes should be functional.
- Check for originality of content. No plagiarism allowed. Developer should not copy questions from text books, other publications or from online resources as it is. Generally check availability of the content verbatim on Google search.
- Check that the questions cover the important points in the chapter and avoid the trivial and unimportant points.
- Check that the paper has a good mix of easy, moderate and difficult questions. Some of the topics developed earlier did not have the categorization, which are marked as easy by default. Change the difficulty level in such questions while reviewing.
- Check that the Cognitive level is marked appropriately
- Check that the answers are given appropriately as per the guidelines provided. Answers should not be written casually, in one word etc. Answers should be in complete sentences. For example short answer questions should be answered in 2-5 sentences. Paragraphs should not be copy pasted from the text book as it is, developer should modify them appropriately, remove unwanted lines and give proper starting and ending, to suit the requirements of the question. (sometimes the entire paragraphs are taken from book as it is and even incomplete sentences are pasted)
- Check that the questions do not repeat the same question across multiple types of questions especially in MCQ, T&F, FIB, VSA and SA types. (Question papers may be set automatically by the system, where in the same question may get picked from different categories which will result in duplication of the questions.).
- Start with the bigger questions (LA/VLA) to ensure that the most important points in the chapter are covered in such questions.
- Check equations are made correctly using equation editors and the guidelines given for it are followed. Sometimes the equations become very tiny because of use of fractions, which should be enlarged.
- Check that the images are small in size but any text given in it should be readable. Guidelines given for images should be followed.

- Check sufficient number of questions are created in all categories as per the given guidelines.
- Check that the text is not having different fonts and font sizes. Text copy pasted from MS Word and other sources may take their formatting. Pls check that any such formatting is removed using 'Notepad' before pasting in to text box.
- Check the use correct English grammar, sentence structures and formatting
  - Ensure no spelling mistakes.
  - Check all sentences start with capital letters,
  - Correct use of article 'a', 'an', the. Many a time developers miss articles.
  - Check proper punctuations are used.
  - Give a space after every comma and full stop and no space before them.
  - Check question marks are given at the end of every interrogative questions (starting with what, how, when, where, which, why etc.)
  - No space required before the question mark.
  - No double spacing within question or answers.
  - Give one space before and after operators like $=$, $+$, $-$, x , $>$, $<$ etc.
  - Check consistency in using capital letters (eg: in Match the following some lines start in capitals while others are in small)

Impartiality:
- Questions should be impartial without supporting any religious or political ideology.
- Make question without hurting the feelings of any religion or political, regional, ethnic, or cultural groups or individuals.
- Do not support or ridicule any such ideas directly or indirectly.
- Do not use questions with any kind of violence or weapons. Do not use situations or examples showing violence.
- Avoid controversial issues and any issues which are sub judice.

Marking DIFFICULTY LEVELS, COGNITIVE LEVELS, TEXTBOOK QUESTIONS:

Every question entry page will have options to mark the levels of questions**.**

DIFFICULTY LEVELS:

Mark the difficulty levels as ESAY, MODERATE or DIFFICULT based on your perception on how a question would be for an average student of the same class. Mark the direct questions as EASY, indirect questions as MODERATE and thought provoking questions as DIFFFICULT. Ensure the number of questions roughly meet the percentages as mentioned in the quality section above.

COGNITIVE LEVELS:

Mark the cognitive levels as KNOWLEDGE, UNDERSTANDING , APPLICATION, HIGHER ORDER THINKING (HOT), EVALUATION , SKILL BASED according to the guidelines given. Ensure the number of questions roughly meet the percentages as mentioned in the quality section above.

Cognitive levels are based on Blooms Taxonomy. Instructions are given on every page how to consider the different cognitive levels for questions.

For more details refer to: LMT_Blooms_taxonomy_levels

TEXTBOOK QUESTIONS:

Every question has an option to mark it as a
1. textbook exercise question,
2. General question which are from textbook content, but not from exercises
3. NCERT exemplar question,
4. Previous year board questions (10th and 12th)
5. R D ashrama, R S Aggarwal (For Maths 9-12)

General questions should match with the topics covered and should not be out of syllabus.

MARKING SIMILAR QUESTIONS:

Mark a question as Similar if it is very similar to another question from the chapter. This is to ensure that multiple questions with similar content are not picked up while generating a question paper. Hence, if you feel that two or more questions are very similar and should not be repeated in a question paper, mark them as similar.

Teachers and students will be auto generating question papers by selecting subjects and required chapters. If questions are marked as similar, the system will pick only one out of all the questions marked as similar. Ideally repetition should be avoided while making questions, but similar questions can be there in maths/science problem solving where questions are asked with different values OR when a question is asked with more detailing or answered in a different way.

For more details check : Handling similar questions.

PROCESS:
- Specific topics will be assigned to each content writer with an expected timeline.
- Questions will be entered into an online system for which content writers will be given a login id and password.
- How to do steps will be shared with all content developers / integrators.
- Questions will be reviewed and approved by LMT team.
- Any questions needing changes will be returned to the content writer for corrections and re-upload.
- You will need a computer/laptop with an internet connection.
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For more details chec : Process to add Questions:

GUIDELINES FOR MAKING QUESTIONS:

1. Multiple Choice questions: (1 Mark Questions)
    Questions with 4 options and only one correct answer.
    Questions can have pictures and diagrams in the question stem as well as options.
    (5% with pictures suggested)
    Hints and explanation required for difficult questions as shown below.

    Example:

    9) The perimeter of the rectangle formed by joining the points A (-3, -1), B (5, -1), C (5, 3) and D(-3, 3) in order is

    A) 24 units   B) 28 units   C) 48 units   D) 12 units
        Correct answer: Option A | Mark: 1
    Answer hint: Perimeter = 2 (AB + BC)
    Answer explained:AB = 5- (-3) = 8
    BC = 3- (-1) = 4
    2 (AB + BC) = 2 X (8+4) = 2 X 12 = 24

2. TRUE or FALSE (1 Mark Questions)
    Questions with two options True or False
    If the correct answer is False, an explanation should be given as given in the example
below

    Example:

    15) Sum of a rational and irrational number is always a rational number

    A) TRUE   B) FALSE
        Correct answer: Option B | Mark: 1
    Answer explained:Sum of a rational and irrational number is always an irrational number

    20) The degree of the sum of two polynomials each of degree 3 is always 3.

    A) TRUE   B) FALSE
        Correct answer: Option B | Mark: 1
    Answer explained:It may be less than or equal to 3.
    $x^3 + 2$ and $-x^3 + 3x^2 + 1$ are two polynomials of degree 3 but the degree of the sum of the two polynomials is 2.

3. Fill in the blanks (1 Mark Questions)
    Questions should have only one correct answer which should be in a single word or phrase.

    Answer should be unique. If there are different possible correct answers, students may get confused and may write incorrect answers. Hence make the answers unique. Also, answer should not have equations, symbols, fractions, brackets, combination of words etc.

    If a question can have different possible variations of an answer, give the options separated by a comma.

Example:

14) If the point (8, 9) lies on the line ax - 5y + 13 = 0 then the value of **a** is _____

Correct answer: 4 Mark: 1

Answer explained: 8a + 5 x 9 + 13 = 0

8a = 32, a=4

4. Very Short Answer questions. (1 Mark questions)

Questions that can be answered in one word or 1-2 sentences.

Answers should be given for every question in 1-2 sentences .

Example:

Qn: In rural parts of our country, people still use wood as fuel. Why?

Answer explained: In rural parts of our country, wood is easily available and lower in cost. Hence people still use it as a fuel.

5. Short Answer questions. (2 or 3 Mark questions)

Questions that can be answered in 3-5 sentences.

Answers should be given for every question in 2-5 sentences or steps.

Example:

45) Why are wildlife sanctuaries important for conservation of plants and animals?

Mark: 2

Answer explained: In a wildlife sanctuary, killing and capturing of wild animals is strictly prohibited. It provides protection an

6. Long Answer questions. (3-6 Mark questions)

Questions that can be answered in 6 -12 sentences. (100-150 words)

Answers should be in detail and explain things in 6 to 10 sentences, excluding any intro and concluding statements. Do not make all 6 sentences, especially if sentences are very short. Ensure 100-150 words depending on the marks.

Example:

55) Describe how coal is formed from dead vegetation What is this process called?

Mark: 3

Answer explained: Millions of years ago, dense forests got buried under the soil due to natural processes like storms, floods, and e them. When they got buried deep in the soil, they were exposed to very high pressure and temperature. Under these conditions, t vegetation is called carbonization.

7. Match the following (if relevant content is available in the topic)

Each question to have 5 options to match on left and right.

Example:

Match the relevant options in Column-A and Column-B

Column A	Column B
1) Milk, curd, paneer, ghee	A) are all animal products
2) Spinach, cauliflower, carrot	B) are vegetables
3) carnivorous	C) eat other animals
4) Herbivores	D) eat plants
5) Omnivores	E) eat both plants and animals

8. Image/labeling Questions: (if relevant content is available in the topic)
   Image/ map asking students to label/identify/draw the parts, locations etc. Reference images can be added from book/net. Copyright images will be created by graphics artist later.

9. Reference/Multi questions
   Give a small passage or reference image and make 2-5 short questions based on that. Multiple questions based on a reference or a common instruction can be made for any subject. This mode can be used to add questions with one common instruction and multiple sub questions based on that.

   For more complex proper sub questions can be added with the Reading/Comprehension/Custom (RCC) category. In that category proper MCQs, FIBs, T&Fs and SAs can be added as sub-questions that too as many as needed.

10. Essay/Very Long answer (4-8 Mark questions)
    Questions that can be answered in more than 10 sentences/steps. Essays in 200 words or more. Multiple step numerals, Answers with tables in accounts.

    Make questions on which a detailed answers / essay has to be written. Very long answers to be written in full. Explain is as much details as possible in multiple paragraphs with separate introduction and conclusion paragraphs. If it is an English essay with multiple points to be covered, it can be written in full or broad level points can be mentioned in a proper structure and instructions for students/ teachers.

    For questions and answers requiring tables, tables can be created in MS word and copy pasted in to the textbox (In answers, for LA, DL and VLA questions). If the table is created in Excel, then copy it first to word and then from word copy pate to the text box. When you are using tables with text from word, use the font Helvetica, and font size-10.

11. **Reading-Comprehension-Casestudy/Source:** (5-8 Mark questions)
    Refer to the CBSE English sample question paper for 2019-20. Multiple sub question of different types can be created under a common reference passage or reference images

    1. Add a passage/reference/source based on which sub questions need to be added.
    2. Mark the cognitive levels, difficulty levels and source at the question passage level.
    3. Select the type of sub questions required from MCQ, FIB, T&F or SA. By default MCQ is selected which can be changed if required.
    4. Add the sub question matching to the type of sub question you have selected. 5. Answer Explanation is optional, but should be given if the question is difficult.
    6. This type of questions can be used for reading/comprehension skills or to add any custom question with sub questions.

For all the class-8 to 12 topics, add at least two Casestudy / Source based questions. You can check below links to understand this type of questions. Such questions should be added to the 'Reading-Compre-Case/Source (RCC)' question type.Try to add two per topic, one smaller with 3-4 sub questions and one bigger with 6-8 subquestions.

http://cbseacademic.nic.in/web_material/SQP/ClassX_2019_20/SocialScience_SQP.pdf (questions-23,30)

http://cbseacademic.nic.in/web_material/SQP/ClassX_2019_20/Science_SQP.pdf (questions 3,4)

http://cbseacademic.nic.in/web_material/SQP/ClassXII_2019_20/Biology_SQP.pdf (questions, 22,23,24)

CBSE Pattern

VSA should be one mark question with one point to answer.
SA should be questions where student has to answer in minimum 2 points. (2marks)
LA - Minimum 3 points (3 marks)
VLA - Minimum 4 points (4 marks)
CS - 5 Marks, 5 MCQs or other objective questions.

Give the answers of SA, LA, VLA in points.

12. **Assertion/ Reasoning**: (1 Mark questions)
    Refer to the CBSE Science sample question paper for 2019-20. Questions to confirm 4 options based on assertion and reasoning statements given for a concept.

    1. Add two statements, one is named as ASSERTION and the other is named as REASON which should fall in any of the following options.
        (A) Both Assertion and Reason are correct and Reason is the correct explanation of the Assertion.
        (B) Both Assertion and Reason are correct but Reason is not the correct explanation of the Assertion.
        (C) Assertion is correct but the Reason is wrong statement.
        (D) Assertion is wrong but the Reason is correct statement.
    2. Choose the correct option from the 4 options given above.
    3. Answer Explanation is optional, but should be given if the question is difficult.
    4. Fill the other mandatory fields.

    E.g:
    Assertion (A): A fuse wire is always connected in parallel with the mainline.
    Reason (R): If a current larger than the specified value flows through the circuit, fuse wire melts.

    Here A is wrong and R is correct. Hence the correct option is D.

    For all the class-8 to 12 topics, add at least 2 Assertion Reasoning questions. You can check below links to understand this type of questions.
    http://cbseacademic.nic.in/web_material/SQP/ClassX_2019_20/SocialScience_SQP.pdf (question-19)
    http://cbseacademic.nic.in/web_material/SQP/ClassX_2019_20/Science_SQP.pdf (questions-13,14)

GUIDELINES Based on COMMOM ISSUES FOUND in questions created

1. Cover the important points in the chapter; avoid the trivial and unimportant points. Please look at the questions at the end of the chapter and see the important points covered there are added in one type of other.
2. Please go through the complete chapter and note the important points before starting to make questions. Else you may end up making questions on the first few pages and the later ones would get missed.
3. Please use 10 underscores '_____' to represent the blanks in all FIB questions. There is inconsistency in the way 'Fill in the blanks questions' blanks is represented. People use dots, underscore, dashes, small lines, long lines etc. This looks very odd on a question paper when different questions are selected from different topics.
4. Do not repeat the same question across multiple types of questions. Some people have used the same questions in MCQs, FIBs, T&F as well as very short answers.
5. Do not make one question in reference to another. Each question is stand alone. Questions are selected by teachers to assemble a question paper. Previous questions may not be selected by them and even if selected won't have the same question number,
6. Do not use fill in the blanks mode to do MCQs. Such questions can be modified to look like a MCQ question than a fill in the blanks with multiple options.
7. Though a question is from a specific chapter, when it is used in a question paper, students won't know it is from a particular chapter. Hence please give some reference to the chapter or application, if it is not self-evident from the question. (Eg: Use 'How do use formulas in an excel sheet?' rather than 'How do you use Formulas?' OR 'What does the poet mean about life in Letters to Daughter'?, than 'What does the poet mean about life?')
8. In the fill in the blanks answers, some people use combination of words, brackets, special characters etc. Please use a single unique word in characters or digits. In online mode of examination, students need to type the correct answers. Hence answer should not have equations, symbols, fractions, brackets, combination of words etc.
9. True and False should be a statement for which students have to say True or False. It should not be a question where the correct answer is True/False?
10. In the Match the following, show the questions and correct answers against them than showing the incorrect options. Incorrect options will be generated by the system.
11. Please check that the sentences are properly structured and have
    a. Proper punctuations,
    b. Starts with capital letters,
    c. Give a space after every comma and full stop.
    d. Have question marks at the end of every question, unless it is a statement as in a T&F question.
    e. No space required before the question mark.
    f. No double spacing within question or answers.
    g. Give one space before and after operators like =, + , - , x , > , < etc.
    h. Consistency in using capital letters (eg: in Match the following some lines start in capitals while others are in small)
12. Remove any text formatting before adding questions in the text box. If you are copy/pasting from word or other sources, remove any formatting using notepad before adding to question entry page.
13. Equations not coming correctly. Use $ symbol before and after an equation that is copied from hostmath.
14. Images used should be small in size, as small as possible but readable, crop the unnecessary spaces. Think from the perspective of the question getting printed in a school question paper. Use https://www.freeonlinephotoeditor.com/ to crop/resize/enhance the photos.

15. Question should be logically correct too, do not give non practical examples. (Eg: Ramu has 4 litres of water and if he drinks 3/4th of it, how much is left?). It is not normal to drink 3 litres of water.
16. You can see all the submitted questions by clicking the number in the submitted column. Once they are reviewed, to see the feedback, please click on the number that you see in the edit column on your main topic allocation page. Please do the fixes and click the reply button below the feedback to give a response to confirm.(Unless give your response, we won't know that the question is fixed by you)

Bloom's Level mapping in Love My Test

Questions in lovemytest are to be broadly categorized in to five cognitive levels mapping to Blooms Taxonomy as shown below.

Question Levels in LMT	Knowledge	Understanding	Application	HOT	Value based	Skill/Creative
Mapping Bloom's Levels	Level-1	Level-2	Level-3	Level 4	Level-5	Level-6

Please go through the Blooms Taxonomy levels explained below to map the questions to the best possible levels. There could be some overlaps in some cases, where you can use your best judgment to map the questions in the right category.

How to decide the cognitive levels:

1.Knowledge:
Questions checking the knowledge. Ability to recall facts and basic concepts.
(What, When, Which, Where, Who, list, memorize, repeat, state, recall, identify)

2.Understanding
Questions checking the comprehension or understanding of a concept. Ability to explain ideas or concepts.
(Describe, discuss, explain, classify, compare, locate, recognize, report, select, translate)

3.Application
Questions where learning is applied. Ability to use information in new situations
(How is…, solve, construct, use, demonstrate, execute, experiment, implement, interpret, operate, schedule)

4. Higher Order Thinking (HOT) / Analytical / Reasoning
Questions requiring critical thinking. Ability to draw connections among ideas and take a stand or decision
(Why does.., What would happen if.., What do you think…, When do you think…, Give reasons for…, Differentiate, critique, process, conclude, organize, relate, contrast, distinguish, examine, question, test, argue, defend, judge, select, support, value)

5. Value Based / Appreciation / Evaluation
Questions imparting values. Those requiring evaluation of a situation, process or action. Ability to justify, find value and predict outcomes or imparting human values.
(Value, appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)

6. Skill Based / Creative / Productive
Questions checking creativity /skills/action. Ability to produce new or original work.
(Make, Create, design, construct, draw, derive, make, sketch, assemble, develop, code, formulate, build, compile, produce)

For more details on how Blooms Taxonomy has to be applied in questions, please refer to:
Blooms Taxonomy

If you like to know how the system works, please refer to: Development Process

About us:

To know more about us, please visit our website: www.lovemytest.com
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