Assessment in Higher Education:
Professional Development for Teachers

Multiple Choice Questions - Checklist

Criteria at item level

Stem
☐ The questions are phrased independently. There are <u>no</u> answers needed from previous questions. (errors are not cumulative)
☐ The language used in the question is grammatically correct, unambiguous and concise.
☐ Only one topic/problem is focused on per (sub) question.
☐ The questions are phrased positively. Whenever negations are unavoidable, <u>not</u> or <u>none</u> are underscored
☐ The question is <u>not</u> a trick question
☐ The question contains no unintended hints for answering the question.
☐ The question can be answered without reading the answer possibilities first.
☐ The question is clearly distinguished from the introduction
Answer alternatives
☐ The alternatives all provide an equal answer to the question. *Directive: no alternatives like 'all of the above' or 'none of the above'.*
☐ The alternatives are phrased positively. Whenever negations are unavoidable, <u>not</u> or <u>none</u> are underscored.
☐ There is minimal overlap between the alternatives *(directive: one answer is 100% correct, the rest 100% incorrect).*
☐ The question and answers are grammatically compatible.
☐ The alternatives are ordered logically (or consistent random). For example by alphabet or in numerical order
☐ Important concepts from the question are <u>not</u> repeated in just one of the answer alternatives (distractor)
☐ The alternatives are formulated clearly, unambiguously, and concise.
Contextual information
☐ The use of contextual information (e.g. pictures, figures, text, and tables) is functional.
☐ There are correct and clear references in the question(s) to the provided contextual information
☐ The context contains no unnecessary information (unless the objectives include the ability to filter relevant information).
☐ The context is presented clearly and the information is correct.