

Georgia Southern University

Georgia Southern Commons

Teaching Academy

The Faculty Center

Spring 2015

Checklist for Reviewing Multiple-Choice Items

Judith Longfield

Georgia Southern University, jlongfield@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/teaching-academy>



Part of the [Curriculum and Instruction Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Longfield, Judith, "Checklist for Reviewing Multiple-Choice Items" (2015). *Teaching Academy*. 51.
<https://digitalcommons.georgiasouthern.edu/teaching-academy/51>

This effective tests is brought to you for free and open access by the The Faculty Center at Georgia Southern Commons. It has been accepted for inclusion in Teaching Academy by an authorized administrator of Georgia Southern Commons. For more information, please contact digitalcommons@georgiasouthern.edu.

Checklist for Reviewing Multiple-Choice Items

- _____ Has the item been constructed to assess a single written objective?
- _____ Is the item based on a specific problem stated clearly in the stem?
- _____ Does the stem include as much of the item as possible, without including irrelevant material?
- _____ Is the stem stated in positive form?
- _____ Has unnecessarily difficult vocabulary been avoided?
- _____ Are the alternatives worded clearly and concisely?
- _____ Are the alternatives mutually exclusive?
- _____ Are the alternatives homogeneous in content?
- _____ Are the alternatives free from clues as to which response is correct?
- _____ Have the alternatives “all of the above” and “none of the above” been avoided?
- _____ Does the item include as many functional distractors as are feasible?
- _____ Does the item include one and only one correct or clearly best answer?
- _____ Has the answer been randomly assigned to one of the alternative positions?
- _____ Is the item laid out in a clear and consistent manner?
- _____ Are the grammar, punctuation, and spelling correct?
- _____ If the item has been administered before, has its effectiveness been analyzed?

Source: Brigham Young University. (1991). *How to Prepare Better Multiple-Choice Test Items: Guidelines for University Faculty*. Available on-line at <http://testing.byu.edu/info/handbooks/betteritems.pdf>

Checklist for Reviewing Multiple-Choice Items

- _____ Has the item been constructed to assess a single written objective?
- _____ Is the item based on a specific problem stated clearly in the stem?
- _____ Does the stem include as much of the item as possible, without including irrelevant material?
- _____ Is the stem stated in positive form?
- _____ Has unnecessarily difficult vocabulary been avoided?
- _____ Are the alternatives worded clearly and concisely?
- _____ Are the alternatives mutually exclusive?
- _____ Are the alternatives homogeneous in content?
- _____ Are the alternatives free from clues as to which response is correct?
- _____ Have the alternatives “all of the above” and “none of the above” been avoided?
- _____ Does the item include as many functional distractors as are feasible?
- _____ Does the item include one and only one correct or clearly best answer?
- _____ Has the answer been randomly assigned to one of the alternative positions?
- _____ Is the item laid out in a clear and consistent manner?
- _____ Are the grammar, punctuation, and spelling correct?
- _____ If the item has been administered before, has its effectiveness been analyzed?

Source: Brigham Young University. (1991). *How to Prepare Better Multiple-Choice Test Items: Guidelines for University Faculty*. Available on-line at <http://testing.byu.edu/info/handbooks/betteritems.pdf>