

# ALTERNATIVE EDUCATION

## Module 9 Session 2 Student Group Activity 6

Objective 4.2.5: Students will write quality multiple-choice test items.

**Directions:** Locate a textbook of interest to you. Read a section in the book. Make 5-10 multiple-choice questions based on what you read. Evaluate the questions you develop based on the following checklist. The more “yeses,” the better your question. Finally, determine the type of question based on Bloom’s Taxonomy.

Area	Yes or No
1. Is the question clearly written?	
2. Is the question concise?	
3. Is there clearly a correct answer?	
4. Are the distractors conceivable?	
5. Does the question address one topic?	
6. Does the question avoid stereotyped phrases?	
7. Are only purposeful/functional words used?	
8. Is there more information in the stem rather than in the options?	
9. Is the question stated positively?	
10. Is there grammatical consistency between the stem and the options?	
11. Does the question avoid providing elements of the answer in the stem and option?	
12. Is there enough information to make the question meaningful?	
13. Are straightforward and simple sentences used?	
14. Does the question avoid using “never,” “all,” “none,” and “always?”	
15. Does the question avoid beginning with “Which of the following is true?”	
16. Are 3-4 options provided?	
17. Are the distractors equal in length?	
18. Are the distractors equal in complexity?	
19. Are the distractors equal in grammatical form?	
20. Does the question avoid confusing options such as “None of the above,”	
21. Is the position of the correct option varied from questions prior to and after this question?	
22. Does the question avoid obviously absurd answers?	
23. Are the options listed vertically?	
24. Are the options labeled with capital letters?	
25. Is there appropriate and consistent punctuation and capitalization/	
26. Does the question avoid repeating parts of the stem in the options?	
27. Are the stem and options free of typos?	
28. Are the options of a similar category?	
29. Which of the following higher order thinking does the question address? Circle one. A. knowledge B. comprehension C. application D. analysis E. synthesis F. evaluation	