CHECKLIST FOR EVALUATING
MULTIPLE CHOICE-ITEMS

√	Is this type of item appropriate for measuring the intended learning objective?
√	Does the item task match the learning objective to be measured?
√	Does the stem present a single, clearly formulated problem?
√	Is the stem stated in simple, clear language (i.e. minimize or eliminate irrelevant information)?
√	Is the stem worded so that there is no repetition of material in the alternatives (i.e. avoid repeating the same material in each of the alternatives)?
√	Is the stem stated in positive form wherever possible?
√	Is the intended answer correct or clearly best?
√	Are all the alternatives grammatically consistent with the stem and parallel in form (i.e. alternatives are all structurally similar and the correct one does not appear differently)?
√	Are the alternatives free from verbal clues to the correct answer (i.e. similarity of wording in the stem and the correct answer, answer in textbook language or greater detail)?
√	Are the distracters plausible and attractive to the uninformed (i.e. use the common misconceptions or errors of students as distracters)?
√	To eliminate length as a clue is the relative length of the correct answer varied?

Adapted from *Assessment of Student Achievement* by Norman E. Gronlund and C. Keith Waugh (9th ed.)