The following 12 guidelines derived from Haladyna and Popham (noted parenthetically in the list below as H and P) will assist teacher teams in evaluating the quality of their multiple-choice questions.

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| 1. Is the stem written as a direct question? (H, P)2. Is the stem written as an incomplete statement? (H, P)3. Is the stem self-contained, containing all necessary information *only*? (H, P)4. Is the stem worded positively, avoiding negatives such as *not*, *never*, *except*? (H, P)5. Does this stem require a correct answer or a best answer? (P)6. Is there only one clearly correct or best answer to this question? (H, P)7. Are all distracters (incorrect answer choices) credible or plausible, with no easy eliminations? (H, P)8. Do the distracters in this question include common student errors or misconceptions? (H, P) |  **OR** **...and with similar beginnings?** **Generally higher order thinking** | 9. Does this question avoid use of “all of the above” as an answer choice? (H, P)10. Are all of the answer choices in this question approximately the same length? (H)11. Is this question free of any leading clues to the right answer (e.g., inconsistent grammar)? (H, P)12. Does this question target a specific concept and skill that will yield a valid inference of student understanding? (P) In reviewing *all* multiple-choice questions on the CFA, the following questions also apply:* Are the answer positions randomly used in approximately equal numbers? (H, P)
* Are the answer choices formatted vertically? (H)
* Are *math* answer choices formatted in numerical order from least to greatest? (H)
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**Sources:** *Developing and Validating Multiple-Choice Test Items,* by T.M. Haladyna, 2012, 3rd ed., Mahwah, NJ: Erlbaum; *Writing Test Items to Evaluate Higher-Order Thinking,* by T.M. Haladyna, 1997, Boston: Allyn & Bacon; and *Test Better, Teach Better: The Instructional Role of Assessment,* by W. J. Popham, 2003, Alexandria, VA: Association for Supervision and Curriculum Development.