

Multiple-Choice Item Checklist

Before creating

- Review sample *i*LEAP/LEAP/GEE items in the assessment guides for your grade level/subject area.
- Design is similar to *i*LEAP/LEAP/GEE items as much as possible. (Real-world situations/scenarios, diagrams, charts, maps, graphs, cartoons, reading passages, etc.)

Step 1-Alignment

- The intended benchmark/GLE has been identified for the item.
- The item aligns with the intent of the GLE/necessary concept to be assessed.
- The item aligns with an enduring understanding of the big picture concepts.
- Depth of knowledge of the item and benchmark/GLE is aligned and at the proper level of Bloom's taxonomy.
- The GLE and Bloom's level is labeled for each question.

Step 2- Item Stem

- The context of the item is not biased.
- The stem is a direct question, rather than an incomplete statement.
- The stem of the item poses a single problem, although the solution may require more than one step.
- The stem avoids the use of negatives. Negative word(s) are **bolded**.

Step 3- Answer Options

- Options include only one correct answer.
- Distracters contain plausible student responses that take into consideration some common errors students might make.
- Options are in logical order and are grammatically responsive to the item (e.g., chronologically, most to least, etc.).
- Options are comparable in length and complexity.
- "None of the above" and "all of the above" are used sparingly and sometimes serve as the correct response.
- Options do not include unnecessary information and do not include clues that lead students to the correct option.
- Correct responses are randomly distributed among the alternative positions. The test has approximately the same proportion of answer choices a, b, c, d and e as the correct response.
- Items are formatted vertically, not horizontally.
- Four/five possible answer choices are provided.

After creating

- Instruction is aligned by teachers such that concepts and skills prepare students for multiple choice items.
- The test is taken by the creator and/or peers before administering to students.
- Item analysis is completed after students take the test.
- Information in the item analysis is used to edit and revise test items.