This checklist may **assist** you to **improve** MCQ quality, assessment accountability, the **cyclical** process of reflection, revision and improvement, and ultimately improved teaching and learning. Ideally, this checklist may be used by **you** and a **peer** reviewer.

# MCQ Review Checklist

| **Item** | **Achieved** | **Needs Review** | **Comments** |
| --- | --- | --- | --- |
| ***Alignment to learning outcomes*** | | | |
| **All** questions are **aligned** to the subject learning outcomes. |  |  |  |
| **All** questions **provide** opportunities for students to demonstrate appropriate levels of cognitive skill (relevant to the subject learning outcomes). |  |  |  |
| ***The stem*** | | | |
| **Open-ended** or **unfocused** stems have **not** been used. |  |  |  |
| Negatively worded stems have not been used (e.g. not, never). ***Note***: if these are used, these terms are highlighted in **bold**, underline or CAPITALS. |  |  |  |
| The stem does **not** contain any **unnecessary** information that does not contribute to the response. |  |  |  |
| ***The key and distractors*** | | | |
| **3-4** response options are consistently used. |  |  |  |
| All distractors are **plausible**. ***Note***: review the model answers for guidance. |  |  |  |
| The key and all distractors **follow** grammatically from the stem. |  |  |  |
| All or part of the stem is **not repeated** in the key or distractors. |  |  |  |
| **Absolute** options have **not** been used (e.g. ‘none of the above’; ‘all of the above’) |  |  |  |
| **Vague** options have **not** been used (e.g. ‘frequently’; ‘usually’; ‘probably’; ‘rarely’, ‘except’). |  |  |  |
| Key and distractors are in a **logical order** (e.g. chronological; numerical). |  |  |  |
| ***Overall*** | | | |
| Each question is **independent** from the others to avoid one question providing a cue for another question. |  |  |  |
| The **location** of the key is **evenly** distributed throughout the assessment (i.e. distributed across response selections a – d). |  |  |  |
| The key and the distractors are **similar** in terms of grammatical form, style and length. |  |  |  |
| **No** grammatical or spelling errors present. |  |  |  |
| Acronyms are written out in text [i.e. James Cook University (JCU)] |  |  |  |
| ***Review*** | | | |
| **Model** answers, with justification, have been **provided** and reviewed. |  |  |  |

**Further information and resources**

* [MCQ References](https://rl.talis.com/3/jcu/lists/9F33D751-D5B2-BF82-710C-3A90030E655F.html?lang=en-US&login=1) (Readings portal)