

Mathematics Checklist for Writing Multiple Choice Questions

Use the checklist below as a guide when designing or revising multiple choice questions for math classroom assessments, activities, or tasks.

This guide was created to accompany the *Writing Multiple Choice Questions – Mathematics* learning module available on [Testing 1, 2, 3](#) (Testing123 > Assess > Classroom Assessments). For more information and examples of each principle listed below, please review the module.

When reviewing each question (item), look for:

1. Standards alignment:

- The item aligns to a single [benchmark](#).

2. Cognitive complexity:

- The item has the desired [Depth of Knowledge](#) (DOK) level.
- The item has the desired [difficulty level](#).

3. Purpose:

- The item contains a question that gathers useful information to inform instruction.
- Distractors represent common misunderstandings of content addressed within the benchmark.

4. One correct answer:

- The item has only one defensible correct answer.

5. Fairness:

- Test content does not potentially advantage or disadvantage a student group based on their religion, race, ethnicity, culture, or socioeconomic status.
- The context written for a question does not require students to have certain non-mathematical background knowledge that all students may not have, based on their lived experience.

6. Plausible distractors:

- Distractors are all plausible yet incorrect.

7. Grammar:

- Items are grammatically correct.
- The reading level and vocabulary used are at or below grade level.

8. Concise language:

- The item uses clear and direct language.
- The item is free from unnecessary words and ambiguous language.

9. Clueing and clang:

- There are no clues, clang words or numbers used that could influence a student's response to this item or other items on the test.

10. Outliers:

- None of the distractors stand out from the others so as to be more attractive or easily dismissed without knowledge the content being assessed.