## Description

Multiple-choice responses are answers selected by students from a given menu of answers. Students are given a stem, which can be a question or an incomplete sentence. Students use the stem to select the best answer to the question, or the phrase that best completes the incomplete sentence.

## Features

* The stem is stated in simple language.
* One response is selected from a given menu of choices; there is one equivocally best answer.
* All distracters — the possible but incorrect choices — are plausible.
* This mode of response is often used for tests.

## Things to consider

* Marking can be quick and objective.
* Teachers can obtain diagnostic information efficiently.
* Setting effective questions is time-consuming and requires specialised skills.
* Students can resort to guessing the correct answer.
* Multiple-choice questions rely on the reading skills of the student to a certain extent.
* Multiple-choice questions can test the theory of oral or written skills but not the practice.

## Writing and implementing assessment

* Ensure students are familiar with multiple-choice format.
* Relate questions to learning being assessed.
* Use simple language for the stem.
* Use correct grammar and punctuation between the stem and the choices.
* Ensure that there is one unequivocally best answer.
* Make the distracters plausible.
* Avoid giving clues to the best answer — for example: stating the best answer in greater detail, including two responses that have the same meaning, or giving clues to the best answer in the stem.
* Resist the temptation to include irrelevant information to increase question difficulty.
* Position easier questions before more difficult questions to assist weaker students and establish confidence.
* Vary the position of the correct response randomly.
* Do not use ambiguous choices such as “all of the above” and “none of the above”.