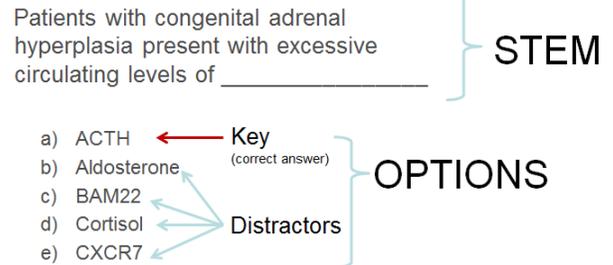


Writing the Stem

- Include the central idea in the stem instead of the distractors.
- Ensure that the stem is clear.
- Avoid excessive verbiage.
- Avoid negatives such as NOT and EXCEPT. If used, use them sparingly (per exam) and ensure they are capitalized or in boldface.

Anatomy of a Multiple-choice Question



Writing Distractors

- Develop as many effective distractors as you can but research suggests that three are adequate.
- Make all distractors plausible.
- Make sure that only one distractor is the right answer.
- Vary the location of the “key” (right answer) per question.
- List distractors in a logical or numeric order.
- Keep distractors homogenous in content and grammatical structure. One distractor should not be significantly longer or shorter than the others.
- **None of the above, All of the above, A and B only**, etc. should not be used.
- Phrase choices positively; avoid negatives such as NOT.
- Use humor only if it is compatible with the teacher and the learning environment.

HOTS



LOTS

Bloom's Taxonomy	Student Activity (Anderson & Krathwohl, 2001, pp. 67-68)	Words or Phrases to Use in the Stem
Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	Design, construct, develop, formulate, imagine, create, change, write a poem or short story
Evaluating	Making judgments based on criteria and standards through checking and critiquing.	Appraise, evaluate, justify, critique, recommend, which would be better?
Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.	Differentiate, compare/contrast, distinguish from ____, now does ____, relate ____, why does ____ work?
Applying	Carrying out or using a procedure through executing, or implementing.	Apply, solve, show, make use of, modify, demonstrate, compute
Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Explain, predict, interpret, infer, summarize, convert, translate, give example, account for, paraphrase
Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory	Define, list, state, identify, label, name, who? When? Where? What?

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York : Longman.