### Form 4.2-2 Question Development Checklist

1. Does the concept being measured have a direct, important relationship to the ability to perform the job?
2. Does the question match the testing objective and intent of the knowledge or ability?
3. Is the question clear, concise, and easy to read? Could it be stated more simply and still provide the necessary information? Should it be reworded or split into more than one question?
4. Is each question stated positively, unless the intent is to test knowledge of what not to do?
5. Does the question provide all necessary information, stipulations, and assumptions needed for a correct response? Does the stem include as much information as possible?
6. Is the question written at the highest appropriate level of knowledge or ability for the job position of the person being tested?
7. Is the question free of unnecessary difficulty, trickiness, or irrelevance?
8. Is the question limited to one concept or topic? Is it something other than a collection of true/false items?
9. Does the question have face validity?
10. Are key points underlined or highlighted?
11. Is each question separate and independent of all other questions?
12. Are the answer options homogeneous and are the distractors highly plausible? Is there only one correct answer? Are common misconceptions used as distractors? Is the question free of trivial distractors and overlapping answer options?
13. Does the question avoid the use of “none of the above” and “all of the above”?
14. Does each question have four answer options?
15. Are the answer options for the questions ordered sequentially?

Is the question free of “specific determiners” (e.g., logical or grammatical inconsistencies, incorrect answers that are consistently different, verbal associations between the stem and the answer options)?