Here are a few comments (feedback) on the MCQ questions that were written by students in the past. Please also refer to Crowe *et al.* 2008.

Order in which comments are displayed below does not matter.

LOCS = low-order cognitive skills

HOCS = high-order cognitive skills

* Try to avoid questions that *only* require memorization and recall of facts (LOCS questions). Look for other ways of phrasing your question to assess HOCS.
* Including plural words (ex: protein vs proteins) or using a/an gives a hint. Consider giving all options (ex: …protein(s), …. a(n) or a/an).
* Make sure the question does not include the answer, especially if you are asking for multiple elements (ex: 1a, 1b, 1c, etc).
* Check whether the answers match what you are asking for. If you are asking for a genotype, do not make the mistake of providing only phenotypes as possible answers. Change either the question or the answers, accordingly. (Note here that giving both genotypes and phenotypes as possible choices could be a possible misconception, but all answers should be “plausible” to some extent so that they are not too easy to rule out).
* Make sure that alternatives (other choices than the good answer) are not possible/not good. If there is more than one good answer, either create a “Select all that apply” or a “what is the most likely ...” question. In either case, make sure it is possible to answer to your question.
* When writing a “Select all that apply” question, I suggest you put it first, before the question, and in bold. Students tend not to read the full question and skip directly to the answers. Ex: **Select all that apply**. WRITE YOU QUESTION HERE.
* Do not focus on an unimportant detail, especially if we never talked about it again (even more if we never talked about it and you spotted the detail in a textbook or on the internet). However, if a detail is important, it may make a question more challenging, which is ok.
* If you create a question and set a particular situation (context), try to make it accurate so that students can also learn from the question (or make it ridiculous so that students spot from the beginning that it is a fictive situation). Avoid setting a context that could confuse students with theory seen in class. Keep in mind that you want to evaluate a concept, and not the ability of a student to understand your question.
* If your question needs some additional information other that what we have covered in class, make sure it is included in the question/context. You cannot expect students to know material that was not covered in class.
* Lastly, but obviously, make sure there are no mistakes in your questions / answers, both for syntax and grammar, but also for the material/concepts covered.