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**Adapting an Assessment**

|  | **Questions** | **Answers** | **What amendments do we need to make?** |
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|  |  | **Yes** | **No** |  |
| **Bloom’s Taxonomy (Original)** | **Knowledge** | Does the assessment include straightforward questions that assess pupils’ recall and understanding of key facts, information, concepts, principles, etc? |[ ] [ ]   |
|  | **Comprehension** | Are there questions that assess pupils’ ability to interpret, explain or summarise information in their own words? |[ ] [ ]   |
|  | **Application** | Do questions require pupils to apply knowledge and principles to new contexts/scenarios? |[ ] [ ]   |
|  | **Analysis** | Are there questions where pupils need to break information down into component parts, make inferences, find evidence to support generalisations, etc? |[ ] [ ]   |
|  | **Synthesis** | Do any questions/tasks ask pupils to combine elements in new ways, propose alternative solutions, create plans, develop products, etc? |[ ] [ ]   |
|  | **Evaluation** | Is there an appropriate balance of questions targeting a range of thinking skills? |[ ] [ ]   |
|  |  | Do the questions increase progressively in difficulty/cognitive demand? |[ ] [ ]   |
|  |  | Are real-world, relevant contexts used where possible? |[ ] [ ]   |
| **Fairness** | Is the language clear, concise and accessible for the intended age group? |[ ] [ ]   |
|  | Does the assessment use appropriate, non-biased language? |[ ] [ ]   |
|  | Are there any questions or content that could disadvantage particular groups of pupils? |[ ] [ ]   |
|  | Is the assessment designed and formatted in a way that is accessible to all pupils? |[ ] [ ]   |
|  | Does the assessment provide accommodation options for pupils with special educational needs? |[ ] [ ]   |
|  | Are pupils given adequate time to complete the assessment? |[ ] [ ]   |
|  | Will all pupils understand exactly what is expected of them? |[ ] [ ]   |
| **Reliability** | Are the questions and marking criteria clear and unambiguous? |[ ] [ ]   |
|  | Will different markers be able to apply the mark scheme consistently? |[ ] [ ]   |
|  | Does the assessment sample a broad range of the knowledge and skills covered in the unit of learning? |[ ] [ ]   |
|  | Would the assessment yield similar results if given repeatedly under similar conditions? |[ ] [ ]   |
| **Validity** | Does the assessment assess what it is intended to assess? |[ ] [ ]   |
|  | Do the questions align to the intended learning objectives and curriculum standards? |[ ] [ ]   |
|  | Does the assessment format allow pupils to demonstrate their knowledge/skills? |[ ] [ ]   |
|  | Will the assessment enable you to draw appropriate inferences about pupils’ learning? |[ ] [ ]   |
|  | Is there an appropriate range of questions at different levels of difficulty/cognitive demand? |[ ] [ ]   |