A blue square with white lines

Description automatically generated**A logo for a company

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**Adapting an Assessment**

|  | | **Questions** | **Answers** | | **What amendments do we need to make?** |
| --- | --- | --- | --- | --- | --- |
| **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? |  |  |  |