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Good practice guide

Designing and creating centre-based assessment activities for generating Teacher Assessed Grades (TAGs)

Contents

Introduction

Welcome to this **good practice guide to designing and creating centre-based assessment activities for generating Teacher Assessed Grades.**

Due to the COVID-19 restrictions and the impact this has had on teaching and learning, the outcome of the Ofqual consultation was that exams could not be held in the summer of 2021 in a way that would be perceived to be fair. As a result of this, awarding organisations have been instructed to allow centre teaching staff to award grades and to produce and use alternative assessment methods.

Teachers must assess their learners' performance, only on what content has been delivered to them by their teachers, to determine the grade each learner should receive. Teachers can use evidence of a learner's performance from throughout the course to inform their judgement and should use a broad range of evidence across the taught content to determine the grades.

The purpose of this document is to support teachers to design, develop and use alternative assessment methods to inform and justify their grading decisions. The centres need to ensure they generate sufficient and reliable evidence of learners' skills, knowledge, and competencies for Teacher Assessed Grades.

There are many factors that can ensure that assessment methods and activities are valid and reliable; this document summarises the factors that should be taken into consideration when planning and designing assessment activities to support your Teacher Assessment Grade decisions.

The Teacher Assessment Grade strategy for summer 2021 requires that you should use this document to support you in assessing your learners' skills and knowledge with confidence whilst also considering the curriculum areas and levels you are assessing.

What is a Teacher Assessed Grade?

A Teacher Assessed Grade is a formal judgement of learner attainment against the requirements of a given assessment, offered by a centre where it has not been possible for the learner to complete the assessment that would usually be required.

A Teacher Assessed Grade should:

- be based on as much teaching, learning and assessment activity as possible
- only be offered where learners cannot complete prescribed assessments (for example, because exams or other forms of assessment have not been completed)
- represent a holistic view of learner attainment, offered by centres and teachers based on teaching, learning and assessment activity that has been completed
- be supported by substantial evidence of learner attainment collated by learners, teachers, and centres with reference to our minimum requirements (see below)
- be offered to us with respect to each assessment that would normally form part of the qualification requirement, where the assessment has not been completed.

A Teacher Assessed Grade should not:

- be offered in the absence of teaching, learning and assessment activity
- represent centres and teachers' view of how a given learner would have performed if cancelled exams and other assessments had gone ahead
- represent centres' and teachers' view of how a given learner has the potential to perform or might perform in the future
- represent centres' and teachers' views of how a learner may have performed had the pandemic not impacted their course.

To ensure that Teacher Assessed Grades are accurate, valid, and evidenced, centres must:

- continue with teaching and learning as far and as long as possible in the remainder of the 2020–21 session before formulating a Teacher Assessed Grade
- assess learners against the purpose of the qualification and achievement criteria set out for the relevant qualification.

It is important to note that where Teacher Assessed Grades are submitted by centres, their usual internal quality assurance (IQA) processes should be followed, and this includes using historic centre data of past performance to inform their IQA decisions. Teacher Assessed Grades that appear to be significantly out of line with past performance (be that higher or lower) may trigger further checks. For more information, please see our QA-policy-for-awarding-for-2020-21.pdf or our YouTube video.

Overview of writing internal assessment tasks

Assessment must evidence a learner's knowledge, understanding and skills within their chosen subject. Evidence must be gathered through effective and reliable assessments, and this guidance document is designed to support teachers and assessors to ensure the integrity of all internal assessments.

There are 4 essential elements in the production of successful centre-based assessment tasks. These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, learning outcomes, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Good practice for internal assessment

Stretch and challenge
The assessment tasks must provide enough evidence of achievement for different levels of competence to be recognised.

It follows that the assessment tasks must support:

- accurate differentiation between higher and lower performing learners in attainment across all grades/levels
- the opportunity for high performing learners to demonstrate sufficient evidence of distinction quality to be awarded that grade
- qualitative differences in learners' performances.

Outcome-focused assessment
The responses (outcomes) that you expect from learners can help to determine whether the task will differentiate between higher and lower performing learners effectively. The assessment tasks must provide enough evidence of achievement for different levels of competence to be recognised.

The below table provides an example of what a pass, merit and distinction response may look like. In this instance, the task is a short answer question on a cookery qualification.

Task: Short answer question
Describe safe and hygienic working practices to prepare the cooking environment

Pass	Merit	Distinction
Cooking environments can range from the home to a café kitchen. It is important that safe and hygienic working practices are followed. These include cleaning the cooking environment and ensuring the kitchen is set up to avoid cross-contamination.	Cooking environments can include the home, schools, and catering kitchens. There are a number of safe and hygienic practices to consider in preparing the cooking environment. These include: • cleaning – ensuring workspaces and sinks are clean • ventilation – ensuring the cooking area is well ventilated • kitchen utensils are stored safely • complete risk assessments	Cooking environments can include the home, schools, catering kitchens and food production factories. There are a number of safe and hygienic practices to consider in preparing the cooking environment. These include: • cleaning – ensuring workspaces and equipment are clean and in good condition, only using suitable cloths to minimise the risk of cross-contamination. • ventilation – ensuring the cooking area is well ventilated • kitchen utensils and knives are stored safely with knives being stored in wooden blocks to reduce risk of injury. • applicable safety signage is clearly displayed • regular checks are carried out for slip and trip hazards to reduce the risk of injury

Meaningful assessment

The key requirement for writing tasks is that they must be meaningful/purposeful and have clear, assessable outcomes. The tasks should also:

- be valid, assessing what you want to assess without additional barriers, and reliable, assessing consistently across the cohort
- be practicable, particularly in light of Covid restrictions and learner access to certain resources and settings
- be stated separately from any scene-setting information such as the scenario
- allow for various levels of achievement
- be consistent with the specification
- address the required learning outcomes/assessment criteria in a balanced way and cover all the required content.

Setting the scenario

The key requirement in setting the scenario is that it needs to be valid. In practice, that means that it should present a context that is as realistic as possible and where possible appropriate, including tasks that link to skills or knowledge that are occupationally authentic to the industry or sector (if relevant).

The scenario should also:

- set a challenge or problem for learners to address
- allow for the generation of a range of assessment tasks with a minimum of additional information
- be accessible for the level of the learners
- be free from obvious bias (for example, gender, race, ethnicity)
- allow for the scene to be set in around 150 words.

Language

Assessment tasks should be written using accessible language appropriate for the level of demand of the qualification. All language should:

- use active sentences when possible
- use familiar everyday language appropriate to the level
- avoid using double negatives
- not use sentences with more than one clause
- avoid colloquialisms
- ensure careful consideration of words that have dual or different meanings in subject-specific or everyday language.

Images and diagrams

Images and diagrams included in assessments must be necessary for the task, and not included for 'decorative' purposes. Where images are used, they must support learners' understanding of the scenario, contexts, or assessment tasks.

When contextualising, images should:

- be suited to the task
- not be of poor quality
- not cause any offence to any learner or group of learners
- not represent any political, religious, or other beliefs (unless it forms part of the assessment criteria/outcomes)
- not be open to misinterpretation or risk causing confusion or distraction.

Images are recommended to be in black and white. If colour is used, the centre should consider whether the image or diagram is accessible to learners.

Providing stimulus material

Centres may choose to provide stimulus material, such as videos, textbook chapters, or articles, or direct learners to where useful information can be located, as appropriate to the level of assessment. This is particularly appropriate where learners are required to undertake independent, research-based tasks.

Using an assessment grid

The simplest way to ensure you cover all the required content in a balanced way across the assessment tasks you design is to check this by completing an assessment grid.

The purpose of an assessment grid is to:

- map where evidence can be found for each learning outcome/assessment criteria from already existing learner work
- identify any gaps in evidence required
- support the planning and designing of new assessment tasks.

When using the grid to plan and design assessment tasks, you should ensure that:

- there is an appropriate balance between learning outcomes/assessment criteria and tasks
- you do not over assess the same learning outcomes/assessment criteria.

A grid used to plan and design the assessments might resemble the following example:

Learning outcome 1	Understand how to prepare self and the environment for cooking			
Assessment task and evidence:	Existing (e) evidence or new (n) evidence required	1.1 Describe safe and hygienic working practices to prepare self for cooking	1.2 Describe safe and hygienic working practices to prepare the cooking environment	1.3 Assess potential risks and hazards in the cooking environment
Task: Presentation **Evidence:** Tutor observation report and presentation slides	e	x		
Task: Written response **Evidence:** Workbook questions 6–8	e	x	x	
Task: Practical risk assessment **Evidence:** Risk assessment document	n			x

The grid shows clearly which learning outcomes/assessment criteria will be assessed in which task, whether this has come from already existing learner evidence or from a newly designed assessment task required to target gaps in evidence.

Steps to designing an internal assessment task

We suggest a 3-step approach to the designing of internal assessment tasks for the purposes of forming a Teacher Assessed Grade.

These are:

1) analyse – consider current evidence
2) design – your assessment tasks
3) review – your assessment tasks

Step 1 – analyse

Analyse – consider current evidence

Consider all the relevant subject and qualification-specific teaching, learning and assessment that has been carried out to date.

Once all existing and available evidence of learner achievement has been collated, reviewed, and mapped on an assessment grid, teachers will need to identify any areas of the curriculum that have been taught but do not have evidence of the learners' skills, knowledge or understanding.

Following this, alternative assessment tasks should be designed and used to ensure that any gaps relating to the relevant qualification learning outcomes or assessment criteria have been covered.

Look at the overall structure of the relevant qualification specification and consider:

- what evidence do you currently have?
- what aspects of the specification/assessment components does it cover?
- what work have learners done within this content that represents their attainment?
- what aspects of the specification/assessment components are still outstanding?

The evidence used to make the judgement should only include assessment of content that has been taught and not consider what the learner might be capable of.

The Department for Education has produced guidance on recommended evidence, and this includes:

- practice tests and completion of sample assessments
- externally or internally assessed work completed to date
- learner work completed that links directly to the qualification specification, including:

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- o substantial classroom, guided learning, or homework tasks
- o project work
- o work experience or placement evidence of performance
- o professional/subject-specific observation records or expert witness testimonies.

More information is available at https://www.gov.uk/government/publications/awarding-qualifications-in-summer-2021/awarding-qualifications-in-summer-2021

Step 2 – design

Design your assessment tasks

The next step is to design your assessment tasks. There are a range of things to consider at the design stage; let's look at some of them below.

Grouping assessment components (learning outcomes, assessment criteria or assessment objectives)

There will be opportunities to apply a holistic approach to assessment of evidence. Teachers should consider how a single piece of evidence could demonstrate competency for multiple learning outcomes/assessment criteria. Use the assessment grid to map when content overlaps and to recognise and record when evidence can be used for multiple components.

> For example, in our Level 3 Uniformed Services qualification, there are the following 2-unit components titled:
>
> - skills for land-based outdoor and adventurous activities
> - skills for water-based outdoor and adventurous activities
>
> In both unit components above, the learner undertakes a risk assessment in the different contexts of each assessment, however, what is being assessed is the learners' performance to be able to undertake a risk assessment.

Therefore, where evidence of achievement has been demonstrated in one assessment component, this evidence could also be used to support evidence of performance in the other assessment component.

> In another example, a learner could be completing the NCFE Level 2 Certificate in Food and Cookery Skills and there is not sufficient time to generate evidence for the required internal assessment for unit 4 (plan and produce dishes in response to a brief). In this example, evidence from the other 3 units can be used to make judgements about the learner's performance in the required assessment for unit 4.
>
> Unit 1 contains learning outcome 1.2:
> **'Describe safe and hygienic working practices to prepare the cooking environment'**
> Evidence from this learning outcome can be used to infer achievement of learning outcome 2.4 from unit 4, which is:

> **'Demonstrate safe and hygienic working practices'**
>
> Unit 2 has learning outcome 3.3:
> > **'Evaluate completed dishes'**
> > Evidence of achievement of this learning outcome could be used to infer achievement of learning outcome 3.3 from unit 4:
> > **'Assess the strengths and weaknesses of the dish'**
>
> This demonstrates how a centre could, using existing evidence from elsewhere within the qualification, judge performance in the content of the required assessment of unit 4, contributing to the generation of a Teacher Assessed Grade without making a prediction of learner potential.

It is good practice to carry out Step 1 to check the gaps in existing evidence prior to designing new tasks so that you can ensure that the evidence generated will build up a better picture of student attainment in areas not yet covered. The simplest way to check that an internal assessment task sufficiently covers all the learning outcomes/assessment criteria that still need evidencing is to complete an assessment grid. The assessment grid will allow you to record what has already been assessed and where, and identify where these gaps are to enable you to plan and design new assessment tasks. For further details see the section on 'Using an assessment grid'.

Designing your assessment tasks
When designing your assessment tasks, you should:
- decide how many tasks are needed to achieve the assessment's purpose and fit into the optimum amount of time you are willing or able to spend on the assessment
- list what you want to assess, whether that is learning outcomes/assessment criteria, unit numbers or assessment objectives. This list should include every item that can be mapped to cover evidence

This guidance is adapted from Evidence-Based Education's 'Designing Great Assessment' eBook (2019).

To use the food and cookery skills example above, if those units had been identified as lacking evidence, a teacher might prepare a practical task where a learner is required to prepare a work area ready to start cooking (unit 4, learning outcome 2.4) whilst proving commentary describing safe working practice (unit 1, learning outcome 1.2).

The task to cover evaluation might include a written reflection where a learner evaluates a completed dish and includes their analysis of the strengths and weaknesses of the dish.

A grid used to plan the assessment might resemble the following example:

Assessment task and evidence:	Existing (e) evidence or new (n) evidence required	Assessment criteria			
		1.1.2	2.3.3	4.2.4	4.3.3
Task: Practical task setting up a work area. **Evidence:** Video recording and observation report.	n	x		x	
Task: Written reflective evaluation **Evidence:** Journal entry p12	n		x		x

It is also good practice to draft outline responses for each grade to check that learners are likely to produce outcomes in line with the grade descriptors and that the tasks will differentiate effectively.

Where should the internal assessment tasks take place?

Most assessment tasks will normally take place in class or other centre-based settings such as workshops or IT suites. Ofqual guidance, however, does allow for assessment tasks to be set as homework. In setting homework tasks, centres need to be aware of the authenticity of the work submitted and any time limits. Centres should be wary not to over-rely on work created at home or out of supervised sessions, rather aim to achieve a sensible balance between the two.

When setting/specifying homework tasks it is important to make sure learners have clear guidance and instructions. Centres should also consider providing guidance to learners on managing their studies at home including guidance on time management, establishing a routine, working environment, and staying safe online.

Types of tasks that are better suited for home include:

• application-style tasks where understanding and knowledge are applied to a scenario or a case study
• project work
• research tasks.

Choosing the assessment task

There are many different assessment tasks that can be used to gather learner evidence. When deciding on the type of assessment task to use, it should be considered in conjunction with the learning outcomes/assessment criteria.

Here are some examples of different types of assessment tasks you may want to consider:

- presentations
- posters
- work products
- case studies
- reflective journal/learning logs
- multiple choice and short answer questions
- interview.

These assessment tasks can be prescribed as part of a portfolio.

Portfolio

Portfolios are a key assessment tool for creating, collating, ordering, and presenting evidence of learner knowledge and skills. There is a wide range of evidence sources that can be used in a portfolio ranging from reflective logs to a presentation poster.

A portfolio could include a wide range of discrete tasks, ranging from setting a piece of written work to demonstrate knowledge and understanding through to a practical task to demonstrate skills. To make a portfolio more engaging and motivating for learners, consider using an overarching brief that links the tasks together with a common theme. This is most effective when set in the context of a project brief.

There is no single best way to organise a portfolio of evidence. Digital portfolios do offer the advantage of being able to freely move pages and evidence between sections and to copy and paste pages/sections where they are being used to support more than one assessment criteria.

Some issues to consider and support you in facilitating the organisation of portfolios include:

- the focus of all evidence collection should be *quality and not quantity*
- learners should carefully select the evidence they collect to present in their portfolio
- all evidence should be clearly marked/annotated to show which specific learning outcomes or assessment criteria the evidence relates to, with the inclusion of a reference system/page summarising the portfolio/logbook contents
- it should be the responsibility of the learner to ensure that they include sufficient and reliable evidence, which can also be authenticated
- support learners by making the most of every single piece of evidence, by including documents that meet multiple learning outcomes or assessment criteria
- encourage learners not to aim low and submit just one piece of evidence for every criterion. Learners should map their portfolio contents to as many of the learning outcomes/assessment criteria as possible.

Posters

Posters are usually appropriate for the summarising of key points from a wide range of sources in response to a brief. Posters can be most effective when they form the basis of a presentation.

A good poster should aim to include a variety of information types, such as text, images, and graphs. Where the poster does not form part of a presentation, it should be accompanied by a short rationale explaining how the poster meets the brief and any supporting research and evidence. The poster, if possible and not too large, could be incorporated into a portfolio. Alternatively, a photograph could be taken of the poster and incorporated digitally into a portfolio.

Work products

Work products are physical/tangible items produced by learners, normally in response to a brief. They are primary evidence of learner skill in the creation of a range of items that may include:

- a design prototype
- a sculpture
- an engineering product.

Where these cannot be submitted as live artefacts, they can be captured on video or photographed and uploaded to a digital portfolio. It would be good practice to capture not only the final work product but capture the various stages of development with some accompanying narrative.

Case studies

Case studies depict real-life situations in which problems need to be solved. They give learners opportunities to engage with current issues in their area of learning, making their learning clearly relevant to real-world situations. Case studies can be used to assess individual learners or groups of learners. Typically, a case study will consist of a scenario or situation and be accompanied by a set of questions to answer or an issue to resolve.

Case studies can be fictitious and designed by centres with a view to providing learners opportunities to meet assessment criteria. They can also be actual 'real life' case studies located in the learners' place of work, or work placement.

There is a range of sub-tasks/activities that can be specified as part of an overarching case study. These could include:

- a formal report
- briefing notes
- a presentation
- marketing literature
- a work product.

Practical tasks

Practical assessment tasks are most appropriate where learners need to demonstrate their level of skill in a particular area. This approach is particularly relevant in subjects like engineering, performance, and art and design. In setting practical tasks you should consider:

- the length of time it will take to set up and conduct the tasks
- timetabling issues such as, the number of learners that can be assessed at one time, access to suitable settings, social distancing, and cleaning equipment
- any resources learners will need to complete the tasks

Practical assessment task evidence

The key issue to consider in setting a practical assessment task is the evidence required to support a grading decision. Some of the evidence you may consider includes:

- observation report/expert witness statements
  - should be used in conjunction with other forms of evidence (for example, presentations, photographic or video evidence)
  - statements should identify which assessment components/objectives/outcomes were addressed by the learner
- video recordings
  - useful for the demonstration of technical processes and/or skills
  - demonstration of kinaesthetic skills (for example, dance, sport, or cookery)
  - demonstration of cognitive process (for example, use of software or machinery)
  - for cognitive processes, it is best accompanied with a verbal narrative
- photographic evidence
  - can be used for similar circumstances to video evidence
  - good practice to show not only the final piece of work, but also photographs at different stages of the process.

Reflective journal/learning logs

Reflective journals are written records of work-related activity that has happened while the learner is on their learning programme. Reflective journals use the experiences of the learner to review their individual progress and development.

Reflection should be a purposeful task in which the learner analyses their experiences, skills, practice, and responses, in order to learn and improve. Throughout the programme of study, for both on and off-the-job learning, the learner should record their learning, reflect on it, and draw conclusions in relation to how it impacted their future development activities and practice.

This is still a task that learners can undertake in conjunction with another task, such as a practical task as mentioned above. Reflective journals can be completed by hand or digitally, but again where paper copies are not possible due to Covid-19 restrictions, digital journals are easily set up and organised in tools like Microsoft OneNote.

There is no single type of evidence that is recommended above any other, however, it is expected that you will take into account contextual factors (such as command words, assessment outcomes and level) when determining how much notional weight to assign to each piece.

Final considerations

You should now be able to use the previous steps to design your assessment task whilst considering the following:

- restrictions – there are no restrictions on the number of pieces of evidence or the number of different types of evidence. It would be advised to use a range of evidence that demonstrates the learner's knowledge, skills, and competencies in the subject area
- coverage of assessment objectives – in designing your assessment tasks, take the opportunity to cover as many assessment objectives as possible by combining similar objectives
- coverage of content – provide opportunities within the task for learners to draw on a wide variety of content. The amount of content should be reasonable based on your judgement and you should avoid specifying content that has not been covered as part of the course of study
- consistency of evidence – where possible you should aim to be consistent in specifying the evidence across a group or cohort of learners. So, for example, if you feel a recording of a practical task is the most appropriate type of evidence you should try and ensure this evidence is used across the whole cohort as opposed to allowing several different types of evidence within one task brief
- authenticity – it is important that you are confident that the work submitted is the learner's own work. To ensure authenticity you could:
  - conduct the internal assessment tasks in controlled conditions
  - locate the task in a case study or a project that learners may already be working on. This gives to you the opportunity to ask questions that relate to that case study and garner specific responses as opposed to generic responses that could easily be obtained from elsewhere
  - when designing you need to consider if the task is an individual task that can be clearly associated/linked to a specific student or if it is a group task. Where it is a group task, you need to consider and ensure that within the group task each student has the opportunity to meet each learning outcome/assessment criterion and not just some of them. If within a group task a student does not meet all the learning outcomes/assessment criteria, they should be allowed other opportunities to meet that outcome/criteria

- Remember to ensure that standardisation of assessment marking practice takes place as appropriate.
- You may also have moderation activities identified in your centre Teacher Assessed Grade strategy, so also use these if relevant.

While there is no one type of evidence that takes precedence, evidence that you believe is an authentic representation of the learner's performance will give confidence in the judgement.

Step 3 – review

Review your assessment tasks

It is good practice to carry out an internal quality assurance process on the assessment task that has been designed. The internal quality assurer should check the assessment task to ensure that it will allow for the production of evidence that will be:

- valid: does it sufficiently assess the knowledge, skills and behaviours needed?
- authentic: does it reflect a real-life situation?
- sufficient: does it assess in enough depth to make a claim about attainment?
- reliable: have the assessment criteria for deciding a Teacher Assessed Grade been applied in the same way for each student?

A standard checklist is a useful tool for the internal reviewer to review and check that key components of the task are included. A sample checklist template is included in appendix A.

Summary

We understand that centres are working incredibly hard to deliver teaching, learning and assessment activity and support learners through the pandemic. We are committed to doing everything we can to support you by providing timely and clear advice, guidance, and support – and by making our requirements and processes as simple and streamlined as possible. We hope you found this guidance document helpful and that it will enable you to successfully collect the evidence needed to submit reliable Teacher Assessed Grades and support your learners' progression.

The key message is to continue teaching, learning and assessment activity and where possible take every opportunity to collect as wide a variety of evidence as possible that meets the learning outcomes/assessment criteria.

We have drawn together the key points covered in this document below and provided signposting to further information:

- remember a Teacher Assessed Grade should represent a holistic view of learner attainment, offered by centres and teachers based on teaching, learning and assessment activity that has been completed
- check what you already have and remember there is a need to have evidence for every unit, but not all content must be covered for every unit
- try to design holistic assessments tasks to meaningfully evidence as many units as possible
- design assessment tasks that have engaging and challenging scenarios that everyone can access
- follow the 3-step process – analyse, design and review – as closely as possible
- if in doubt about the strength of evidence from an existing assessment task, keep teaching and design another assessment task to plug the gaps

- make effective use of assessment grids to ensure you have a clear plan of what has been covered and what is still outstanding
- most assessment tasks will normally take place in class or other centre-based settings such as workshops or IT suites. Ofqual guidance, however, does allow for assessment tasks to be set as homework.

We have a wide variety of additional sources of information to support you with Teacher Assessed Grades and assessment adaptations:

- for general guidance around how to approach Teacher Assessed Grades and the process you should go through when awarding a grade, please go to our approach-to-awarding.pdf
- the detailed process and timelines for the submission of Teacher Assessed Grades can be found in our qa-policy-for-awarding-for-2020-21.pdf
- for qualification-specific information about adaptations and Teacher Assessed Grade evidence requirements, please go to the qualification addenda available on QualHub

We are here to help and support you with the generation and submission of your Teacher Assessed Grades, so if you have any questions, simply call us on 0191 239 8000 or email customersupport@ncfe.org.uk.

Appendix A

Checklist

Internal quality assurance (IQA) review of the assessment task		
Assessment title		
IQA name		
Assessment designer		
Checklist		
Step	**Details/information**	**Y/N**
1	Analysed current learner evidence.	
2	Identified missing/incomplete assessment evidence.	
3	Decide assessment task, for example: • case study • simulation • journals • project • multiple choice • interview • scenario • presentation • report • synoptic • discussions • practical	
4	Appropriate scenario/context where applicable.	
5	Accessible (e.g. SEND, EAL).	
6	Contains stretch and challenge.	
7	Allows accurate differentiation in attainment across all grades/levels.	
8	Use of a taxonomy such as Bloom's or SOLO where applicable.	
9	Explicit/clear instructions.	
10	Meets the necessary assessment criteria/learning outcomes.	
11	Appropriate method for producing/recording evidence.	
12	Learners will have access to the necessary resources.	
13	Allows for the production of quality evidence.	
14	Evidence produced can be authenticated/attributed to an individual learner.	
15	Clear/appropriate timeframes.	
16	Grading system produced (for example, rubric).	
Feedback to the assessment designer		
Overall, is the assessment fit for purpose?		