

Standards Unit

IMPROVING DIFFERENTIATION IN BUSINESS EDUCATION

TOPIC 4: DIFFERENTIATION BY ASSESSMENT

PARTICIPANTS' BRIEFING SHEET

Activity 3: Applying formative-assessment methods (1 hr, 30 mins)

Objective

- To investigate and practise applying a wider range of formative-assessment techniques to your session-planning.

Resources

Checking learning evaluation sheet

Checking learning resource sheet

Example of a 'memory matrix' with completed version on back

Blank session-plan proformas, with columns to show how learning is assessed

Each participant will need to bring two copies of a session plan they've completed so that they can work in pairs on these.

Stage 1 (in fours) (25 mins)

- Look at the checking learning evaluation sheet.
- Discuss each of the methods of checking learning shown in the left-hand column. If they're not familiar to you, see if someone else in your group can explain them to you. If no one is familiar with the method refer to the 'Checking learning resource sheet'.
- Evaluate each of the methods against the criteria along the top. Try to reach agreement on this in your group.
- Assess individually how often you use each

of the methods, and complete the final column.

- Identify, as a group, two or three new methods that you might try. Prepare to feed these back to the whole group.

Stage 2 (as a whole group) (15 mins)

- A representative from each small group should present the two or three new methods you have selected.

Discuss your overall findings about:

- which methods are best for providing feedback to learners;
- which are best for giving you feedback on the effectiveness of your teaching;
- when you might use the different types of assessment method;
- suitability for certain types of learner.

Stage 3 (in pairs) (45 mins)

- Review the session plans you have brought with you and consider:
 - where in the session you check that all learners are understanding and making progress;
 - how you do this;
 - whether this provides you with a clear idea of how well each learner is doing;
 - whether learners have a clear idea of how well they are doing and how they might improve;

- whether you gain insights into the effectiveness of your teaching;
 - what other techniques you might use.
- Revise the session plan to improve your checking and feedback. Try to include some methods that are not teacher-led.
- Transfer these revisions to the blank session-plan proforma. In addition to the method for checking learning, note whether it's teacher or trainer-led, self-assessment, peer assessment or computer-based assessment.
- Feed back to the main group one or two developments you've made.