

# Standards Unit

## IMPROVING DIFFERENTIATION IN BUSINESS EDUCATION

### TOPIC 4: DIFFERENTIATION BY ASSESSMENT

#### PARTICIPANTS' BRIEFING SHEET

#### Activity 2: Exploring formative assessment and feedback (1 hr, 15mins)

##### Objectives

- To understand the value of formative assessment and feedback.
- To explore the formative assessment and feedback methods you use and evaluate their advantages and limitations.

##### Resources

A grid on which participants record their responses to the activity.

#### Stage 1 (in groups of three or four) (20 mins in groups) (15-20 mins for feedback and discussion)

- Identify and list the different methods you use to check understanding and learning in a session.
- What do you think are the advantages and limitations of each? Consider, in particular, the extent to which each method enables you to assess the progress of all learners.
- Record these on the grid you've been given, leaving the final column blank.
- One person from each group should feed back to the main group.

#### Stage 2 (in groups of three or four) (15 mins in small groups)

- Look again at the methods you've recorded on your chart.
- For each method note down in the 'Who/how?' column whether it's:
  - teacher or trainer-led assessment;
  - self-assessment;
  - peer-assessment;
  - computer-based assessment.
- Discuss the extent to which the methods are teacher or trainer-led and whether a wider range of approaches could have been used or existing methods could have been adapted.
- Agree two or three changes you could make to how you check learning and feed these back to the whole group. These may be new methods you would adopt or adaptations to methods you currently use.

#### Stage 3 (as a whole group) (15 mins)

Choose one representative to feed back to the whole group one change you've agreed.