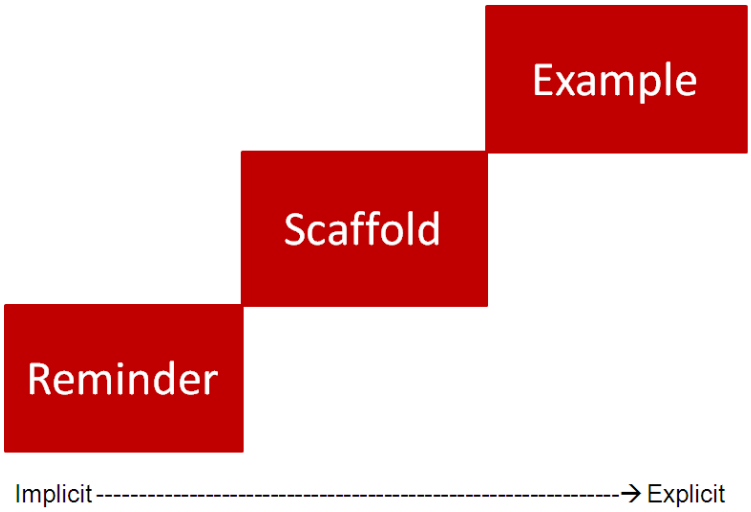
Session 1: **Assessing to learn and learning to assess.** What should assessment look like in the languages classroom?

Handout – Differentiated formative feedback

According to Vygotsky, support should be contingent – i.e. dependent on and responsive to learner need. One way to individualise/differentiate support is to move from implicit to explicit support in terms of prompts for improvement. Here are 3 different types of prompt that could be used to structure formative feedback/target setting:

- reminder
- scaffold
- example

In the table below, write an example or two of each type of prompt.




| Reminder | Scaffold | Example |
|---|---|---|
| | | |
| | | |

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