# Practical example for teachers

**Related learning content:** M3-T1-MLC2 – AI-Supported Adaptive Assessment for Learning

**Objective:** to involve learners in using assessment results to plan their own next step.

**Title:** Check, compare, choose!

**Activity:** learners complete a short diagnostic check, compare their self-assessment with the correct result and choose a learning route.

**Duration:** 45 minutes

**Work format:** individual work, then small-group work (3–4 learners)

**Materials:** a five-question check with confidence rating in a quiz tool (learners use codes); three route cards prepared in advance with the help of AI (revisit, practise, extend); projector

**Instructions:**

1. Learners complete the check (5–7 minutes) and mark how sure they are of each answer.

2. Show only the anonymous class summary – never individual results. Discuss: “Why might someone think this?”

3. Learners compare their own results with their confidence ratings and choose a card; the teacher may suggest a different card in a short, private conversation.

4. Learners work on their chosen route in small groups for about 20 minutes, while the teacher supports the revisit group.

5. Finish with two exit-ticket questions and a short reflection: “Did my chosen route help me? What will my next step be?”

**Takeaway:**

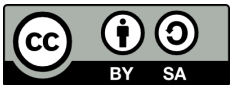
- Assessment results are information for the next step, not a verdict.
- Comparing confidence with correctness strengthens self-assessment.

**Notes for teachers:**

- Do not grade the diagnostic check; explain to learners that it is used only to plan learning.
- Groups and routes are temporary – adjust them in the next lesson based on new evidence.

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