

VALMOPRIS – Catalogue of assessment methods

This catalogue gives an overview of **possible methods** applicable to assess the development competences in informal learning. The catalogue doesn't claim to be a complete list, but is designed to be a growing compilation of approaches to support project partners, prison teachers and learners in prison in applying the VALMOPRIS competence framework and to validate competence developments. The catalogue presents a sample of methods that can be used in individual or group work, the examples shown should reflect a good balance of productive and responsive assessment methods.

Name	Method description	Assessor	comments	Group/Individual method
Self Assessment	The learner with the help of the reference sheet rate themselves and give a short explanation why they rate themselves on a certain level	Learner	<p>This method doesn't require a long time of preparation, so it is easy to integrate in the learning activity. Two points of assessment should be defined – at the beginning and in the end of the learning activity, so that the development process can be documented.</p> <p>It is important that the learner understands the text in the reference system. It might be necessary to re-write the reference system, to make explanations easy to understand.</p>	individuals
Peer assessment	This method follows the process of the self-assessment, but the procedure is done in pairwork together with another prison learner or an external trainer, facilitator.	Peer to peer	See above	Pairwork, small groups
Personal Interview	Use face-to-face interviews, in which open, predefined questions regarding the different competence levels are asked.	Peer to peer, external interviewer, superior, trainer,...	It is important to record the interview not to lose any information! Be aware that the received information is only a self-perception. It can be useful to ask the learners to describe concrete situations of learning in prison.	

Reflective Diary	The learner fills in a diary reflecting on agreed topics like “Lessons learnt today” etc.	Learner	A useful method to follow the development process through continuous documentation	individual
Learning questions related to personal development plans	If the learner has a concrete plan what he/she wants to learn, they focus much better on the relevant experiences in their activities and make progress. It is useful to give people time to define their learning questions, and also the support to do something with them!	Learner in cooperation with external trainer, coach et.	The definition of learning questions can be done individually. However, it is recommended that they should be shared with a colleague/peer. It is also important to identify what should be done to reach the learning goals.	
Letter to myself	People write a letter to themselves about what they have learned or want to learn. This improves both learning and the impact of the evaluation. The letters are collected by the trainer and are then sent to the writer a few days later.	Learner	The result of this activity will be used also in a second moment of assessment.	individual
Observation	The prisoners are accompanied in different working or learning situation or during other activities. It is crucial to be a silent partner who watches what he/she is doing and how the learner reacts in different situations. A kind of diary can be used to take notes on the observation.	External trainer, evaluator	It is necessary to clearly define what should be observed –preparation of a checklist is useful. If possible, two people should be involved in the observation. Observation can also be used in addition to another assessment method.	Individual or group observation
Self-evaluation profile	The self-evaluation profile is a list of questions the learner can ask about him/herself. These questions can be about learning, competences, vision on a certain subject, personality, etc. Filling in the form increases personal awareness.	Learner	Can also be done in peer work – to compare the results.	individual
Three chairs method	The person to be assessed is in a room with three chairs. One is marked as the cognitive chair, one is the active and one the affective	External trainer, evaluator	This method is to assess one individual learner, but a whole group of learners can be integrated to practice and to raise	individual

	<p>chair. The learner is asked to sit down on one of the chairs and make him/her aware which one it is. Ask the learner how he/she sees him-/herself in regard to the dimension focused on. Record the results.</p>		<p>awareness of the three dimensions of a competence, as described in the reference sheets.</p>	
<p>The tree or the boat</p>	<p>Step 1: the facilitator presents the flip chart where is represented a tree or a boat;</p> <p>Step 2: each learner has to draw his/her position on the flip chart, explaining the reason also linked to specific competences</p> <p>Step 3: group discussion about the different expectations raised.</p> <p>Aim: To make participants reflect and analyse their expectations toward the experience they going to undertake</p>	<p>External trainer, evaluator</p>	<p>the result of this activity will be used also in the second assessment moment so that participants can see their development</p>	<p>groups</p>
<p>Choosing positions on a line</p>	<p>To show where people stand both figuratively and literally and their opinions and perspectives, they are asked to choose a position regarding a certain question or statement on an imaginary line on the floor in the room.</p> <p>It has to be clear to the learners what each pole of the imaginary line means: yes/no, 0 %/ 100%, etc.</p> <p>Ask around: why did you choose this position?</p>	<p>External trainer, evaluator</p>	<p>To get a quick impression what differences exist in the group – to be used and reflected within a group</p>	<p>groups</p>