



VALMOPRIS

Assessment Methods

TIMEFRAME

two time stamps are needed

- One at the beginning
- One at the end of the activity

KEEP IT SHORT AND SIMPLE

The problem with assessment is often that it is formulated too complicated.

So keep in mind that you want people to read and understand your assessment.

Use short sentences and build the essence of what you want to say.

CONCENTRATE ON WELL KNOWN METHODS

The Assessment concept and methods should be chosen according to the given context and objectives.

The better you know the method the easier is it to assess the learner.

SOME EXAMPLES

Self assessment

with the help of the reference sheet learners rate themselves and give a short explanation why they rate themselves on a certain level.

Peer assessment

follows the process of the self-assessment, but the procedure is done in pairwork together with another prison learner or the trainer/facilitator.

SOME EXAMPLES

Self assessment – group work

- Prepare a flipchart for each competence with the competence description - pin them on the wall
- Learners walk around and look at the competence descriptions.
- Learners rate themselves in a line from “one” (very low level) to “five” (very high level) – without knowing the reference system
- In the next step the learners receive the reference systems and now they can compare their first rating, with the level description in the reference system.
- In small groups or pairs of two they discuss their results and try to describe the reasons for their rating.

SOME EXAMPLES

Choosing positions on a line

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.

It has to be clear to the learners what each pole of the imaginary line means: yes/no, 0 %/ 100%, etc.

Ask around: why did you choose this position?

SOME EXAMPLES

Personal interview

Use face-to-face interviews, in which open, predefined questions regarding the different competence levels are asked.

Reflective Diary

The learner fills in a diary reflecting on agreed topics like “Lessons learnt today” etc.

SOME EXAMPLES

Observation

the learners are accompanied while they are working. 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.

SOME EXAMPLES

Three chairs

Three chairs are a specific and systemic method that lead to very good results.

The person who is evaluated is in a room with three chairs. One is marked as the cognitive chair, one is the active and one the affective chair.

The person is asked to sit down on one chair after the other and he/she is made aware which one it is.

Now the learner is asked how he/she sees himself/herself in regard to the dimension he/she is focusing on. The results are recorded by taking notes.