



PICTURES

Shaping Futures
Emerging Adults Transitioning from Prisons



Co-funded by
the European Union

D4.1. PICTURES Assessment Methodology & Quiz Bank Examples



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TABLE OF CONTENTS

EXECUTIVE SUMMARY	4
1 ASSESSMENT METHODOLOGY & QUIZ BANK	5
1.1 Assessment Framework	5
1.2 Quiz Bank Structure & Assessment Rubrics	10

Executive Summary

The PICTURES project aims to address the critical need for professionalising practitioners who support emerging adults (ages 18-25) in correctional settings across Europe. This initiative brings together a diverse partnership of organisations from ten countries: Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Italy, Montenegro, North Macedonia, Portugal, Romania, and Serbia. By leveraging the expertise and experiences from these varied contexts, the project seeks to develop a comprehensive and standardised approach to correctional pedagogy.

The primary objectives of the PICTURES project are:

- Foster new, innovative, and multidisciplinary approaches to teaching and learning in correctional settings, with a focus on pedagogy for emerging adult corrections.
- Develop teaching methods from the perspective of correctional pedagogy, currently unavailable in the European context.
- Set up ESCO-based assessment techniques for practitioners to self-assess and present competencies.
- Create digital learning environments for practitioners to develop new skills in correctional pedagogy.
- Establish Correctional Pedagogy HUBS as incubators within education and training institutions across Europe.
- Support the quality and relevance of correctional pedagogy competencies developed and certified through the PICTURES system.
- Facilitate knowledge flow and co-creation between higher education, vocational education and training, research, public sector, and business sector.
- Build effective and inclusive higher education and vocational education and training systems that contribute to innovation.

1 Assessment Methodology & Quiz Bank

This section outlines the **assessment methodology** and **quiz bank** structure for the PICTURES curricula. This assessment methodology supports a comprehensive evaluation of learners' progress and skill development, aligning with the PICTURES curriculum's focus on real-world application and professional competencies. By integrating formative and summative assessments, a robust quiz bank, and detailed rubrics, this methodology ensures that practitioners gain both the theoretical understanding and practical skills necessary for effective, ethical practice in correctional settings.

1.1 Assessment Framework

Assessment refers to the process of gathering information on learners' knowledge, skills, attitudes, or performance. The goal of assessment is to understand what learners know and can do, often with the intention of guiding further learning and providing feedback. **Evaluation** refers to the process of judging the quality, effectiveness, or value of an educational program, course, or instructional method. Evaluation often looks at the program or curriculum as a whole and determines if it meets the desired objectives or standards.



*IMPORTANT: In the context of this report, we focus on the **assessment**, thus, **what the learners completing the PICTURES courses will know and be able to do**. The evaluation of the curricula and the assessment methodology is part of the Q&A report.*

There are many kinds of assessment applied in education and training (Guba & Lincoln, 1989; Kirkpatrick & Kirkpatrick, 2006; Rossi et al., 2003). Each assessment type plays a unique role in the educational process, contributing to a well-rounded approach to evaluating knowledge, skills, and growth. By combining different assessment types, educators and trainers can create a comprehensive evaluation framework that supports learning at various stages and levels. The most common assessment types are as follows:

1. Diagnostic Assessment

Diagnostic assessment is typically administered before instruction begins, helping educators understand learners' prior knowledge, skills, and any potential learning challenges. By identifying learners' starting points, instructors can tailor content and activities to meet specific needs, setting a foundation for personalized learning.

- **Examples:** Pre-tests, initial skill assessments, questionnaires, and entry-level surveys.
- **Benefits:** Helps in customizing instruction, filling knowledge gaps, and setting realistic learning goals based on learners' existing competencies.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Pre-Course Questionnaire:** A questionnaire asks learners about their familiarity with trauma-informed care, their experiences with trauma-responsive practices, and their confidence in applying these concepts in correctional settings. Questions might include:
 - *"How familiar are you with trauma-informed practices in a professional setting?"*
 - *"Have you received previous training in trauma care? If yes, describe briefly."*

2. Formative Assessment

Formative assessment refers to ongoing evaluations conducted during the learning process. These assessments provide immediate feedback to both learners and instructors, helping to identify areas of strength and those needing improvement. The primary aim of formative assessment is to support learning and promote growth by guiding instructional adjustments and helping learners refine their understanding over time.

- **Examples:** Quizzes, reflection exercises, in-class discussions, peer reviews, and feedback on drafts.
- **Benefits:** Encourages self-assessment, fosters engagement, and allows for timely intervention to address learning gaps.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Frequent Quizzes:** After completing the module on trauma-informed care, include a quiz with questions such as:
 - *"What are the core principles of trauma-informed care?"*
 - *"Which actions support trauma-informed practices in correctional settings?"*
 - *"Identify behaviors in a scenario that suggest a trauma response."*

- These questions provide immediate feedback, reinforcing knowledge while helping learners identify areas that may need further study.

3. Summative Assessment

Summative assessment occurs at the end of a learning period, such as the conclusion of a unit, course, or training program. These assessments measure overall achievement and proficiency, providing a comprehensive evaluation of learners' mastery of course content. Summative assessments are often used to determine final grades or certifications.

- **Examples:** Final exams, project presentations, case studies, and comprehensive reports.
- **Benefits:** Provides an overview of learners' acquired knowledge and skills, establishing benchmarks for competence.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Case-Based Assessments:** Present learners with a scenario that includes an ethical dilemma in a correctional setting, such as:
 - *Scenario: "A young offender has repeatedly been disruptive in group sessions, which impacts the learning of others. They often react strongly to authority figures and show signs of agitation when given direct instructions."*
 - *Assessment Questions:*
 - *"Identify the possible trauma responses exhibited by the young offender."*
 - *"Propose a course of action that reflects trauma-informed care principles."*
 - *"Discuss how desistance theories could influence your response to this situation."*
- This case-based approach allows learners to demonstrate their understanding of key concepts, ethical judgment, and application of trauma-informed practices.

4. Competency-Based Assessment

Competency-based assessment focuses on evaluating specific skills and competencies relevant to real-world tasks. This type of assessment is common in vocational training and professional education, where learners must demonstrate practical application of knowledge rather than just theoretical understanding. Competency-based assessments often align with industry standards or frameworks, such as ESCO or EQF, ensuring learners meet specific occupational requirements.

- **Examples:** Skills demonstrations, practical tasks, competency checklists, and simulations.
- **Benefits:** Ensures learners are job-ready by emphasizing real-world applications, allowing them to demonstrate mastery of essential skills.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Skills Assessment Checklist:** Develop a checklist for the skills related to behavior management, with specific criteria such as:
 - *Empathy: "Displays understanding and compassion when communicating with youth." (scale from 1-4)*
 - *Conflict Resolution: "Applies appropriate strategies to de-escalate situations." (scale from 1-4)*
 - *Trauma-Informed Response: "Identifies signs of trauma responses and adjusts approach accordingly." (scale from 1-4)*
- This checklist enables instructors to evaluate practical skills aligned with core competencies and helps learners self-assess their performance in these key areas.

5. Self-Assessment

Self-assessment encourages learners to evaluate their own performance, often reflecting on their strengths, areas for improvement, and learning progress. This type of assessment builds self-awareness, promotes metacognition, and fosters responsibility for personal development.

- **Examples:** Reflection journals, self-rating checklists, and personal goal-setting activities.

- **Benefits:** Enhances critical thinking, self-regulation, and ownership of learning, supporting long-term professional growth.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Reflection Exercises:** At the end of each module, prompt learners to complete a reflection exercise with questions like:
 - *"How would you apply trauma-informed care in your current role?"*
 - *"Describe an experience where understanding neurodiversity could have changed your approach."*
 - *"What challenges do you foresee in applying restorative justice practices, and how might you overcome them?"*
 - *"Rate your current confidence in using distance-based approaches and identify areas where you want to improve."*
- This type of exercise encourages self-assessment, helping learners connect content with real-life application in a meaningful way.

6. Peer Assessment

In peer assessment, learners assess each other's work or performance. This type of assessment promotes collaborative learning, as learners provide constructive feedback, which can enhance their understanding of the content and develop evaluative skills.

- **Examples:** Peer reviews, group evaluations, and feedback sessions.
- **Benefits:** Encourages active learning, improves communication skills, and helps learners gain diverse perspectives on their work.



PICTURES / Example for Trauma-Informed Care Unit/ Module

- **Peer Feedback on Role-Play Exercises:** Learners participate in role-playing scenarios to practice behavior management techniques, such as de-escalating a conflict or communicating with empathy. After each role-play, peers provide feedback based on specific criteria, such as:
 - *"Did the learner use effective language to de-escalate the situation?"*
 - *"How well did the learner show empathy and maintain professional boundaries?"*

- This type of exercise helps learners receive diverse perspectives on their approaches, encouraging self-reflection and improving their interpersonal and communication skills.



Within the **PICTURES project**, the two courses that will be developed will use **summative assessment** to evaluate **overall mastery** at the end of each course, ensuring that learners have achieved the core competencies and learning objectives established by the consortium.

Additionally, within each unit/ module, **formative assessments** will be applied to provide ongoing feedback, supporting learners' progress and engagement. Partners developing specific content can also incorporate **self-assessment** and **peer assessment** opportunities, fostering reflection, collaboration, and deeper understanding throughout the learning process.

1.2 Quiz Bank Structure & Assessment Rubrics

The **PICTURES Quiz Bank** will be organized to support targeted learning assessments, with question types that encourage critical thinking, practical application, and self-reflection. Specifically:

- **Content-Specific Questions:** Each quiz covers content from specific modules, allowing for precise assessment of knowledge areas such as trauma-informed care, desistance theories, and behavior management. Questions are designed to reinforce key concepts and ensure that learners have retained essential information for each module.



PICTURES / Example of Module-Specific Quiz for Behavior Management

- "Which behavior management techniques are most effective for de-escalating conflict in group settings?"
 - "List three proactive behavior management strategies that prevent disruptive behavior."
 - "Explain how neurodiversity might impact behavioral responses in correctional settings."
- **Scenario-Based Questions:** Scenario-based questions simulate real-life situations where practitioners must apply curriculum principles. For example, case studies may involve ethical dilemmas or behavior

management challenges, requiring learners to apply principles of desistance or restorative justice. These questions develop problem-solving skills and help learners practice responses in safe, structured settings.



PICTURES / Example of Scenario-Based Quiz Question for Ethical Decision-Making

- **Scenario:** "A practitioner overhears a young person in detention expressing distrust in the staff and discussing plans to resist any efforts to engage them in educational programs."
 - *Quiz Question: "How would you approach this situation using principles of desistance and restorative justice?"*
 - *a) Ignore the comment and continue with the planned program.*
 - *b) Confront the young person directly to address their resistance.*
 - *c) Engage the young person in a one-on-one conversation, using empathy and active listening to understand their perspective.*
- **Reflective Questions:** Reflective questions encourage learners to consider their professional growth and how curriculum themes relate to their work. These questions ask learners to analyze their approach to correctional education, consider areas for improvement, and reflect on their ethical and practical responsibilities. Reflective questions support deeper learning and self-awareness, reinforcing the curriculum's goals.



PICTURES / Example of Reflective Quiz Questions for Self-Assessment

- *"Reflect on a time when you experienced or observed conflict in a correctional setting. How would you handle it differently now, based on what you've learned in this course?"*
- *"What impact does understanding neurodiversity have on your approach to behavior management?"*

PICTURES Assessment Rubrics provide clear criteria for evaluating both knowledge and skills, aligning assessments with the curriculum's core learning objectives. Each rubric includes specific metrics that measure competencies essential to correctional education.

- **Behavioral and Skill-Based Metrics:** Rubrics assess competencies such as empathy, ethical decision-making, collaboration, and trauma-informed responses. For example:
 - **Empathy:** Rubrics assess learners' ability to show empathy in scenario-based or case assessments, evaluating their understanding of emotional impact and supportive communication.
 - **Ethical Decision-Making:** Learners are evaluated on their capacity to make thoughtful, ethical decisions in simulated correctional scenarios, particularly when addressing challenging behavior.
 - **Collaboration:** Rubrics measure learners' ability to work effectively in team-based scenarios, emphasizing skills needed to coordinate with multidisciplinary teams within correctional settings.
 - **Understanding of Desistance:** Rubrics assess learners' grasp of desistance principles and their ability to apply these concepts to support positive identity transformation in correctional contexts.
 - **Social Influence and Restorative Justice:** Learners are evaluated on their knowledge of social factors impacting behavior and their ability to apply restorative practices, such as conflict resolution, in case scenarios.



PICTURES / Example of a Rubric for Empathy & Communication Skills

- *4 - Exemplary: Consistently displays empathy and compassion, acknowledges others' perspectives, and adapts communication based on emotional cues.*
- *3 - Proficient: Shows empathy most of the time, with occasional lapses in adjusting to others' emotional states.*
- *2 - Developing: Displays limited empathy and occasionally overlooks others' feelings or cues.*
- *1 - Needs Improvement: Rarely demonstrates empathy; struggles to adapt communication to emotional needs.*



PICTURES / Example of a Rubric for Desistance Application

- *4 - Exemplary: Thoroughly understands desistance principles and consistently applies them to case scenarios, showing insight into identity transformation and long-term support.*
- *3 - Proficient: Understands desistance concepts and applies them in most cases but may miss some nuanced aspects of identity support.*
- *2 - Developing: Demonstrates basic knowledge of desistance but struggles to apply principles consistently in practical scenarios.*
- *1 - Needs Improvement: Limited understanding of desistance theories, rarely applies principles effectively.*



PICTURES / Example of a Rubric for Restorative Justice Application

- *4 - Exemplary: Effectively implements restorative justice practices, mediates conflicts, and builds positive relationships with incarcerated individuals.*
- *3 - Proficient: Demonstrates a solid understanding of restorative justice and applies it effectively in most situations.*
- *2 - Developing: Basic understanding of restorative justice but limited ability to mediate conflicts constructively.*
- *1 - Needs Improvement: Minimal application of restorative justice practices, struggles with conflict mediation and relationship-building.*