



# Suitable Assessment Formats

A TRAIL Collection



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## 1 Introduction

The TRAIL project promotes inclusive learning mobility by designing training, mentoring, and validation formats that are accessible and meaningful for disadvantaged adult learners. Central to this is the need for appropriate **assessment tools** that support both the recognition of competences and the learners' self-awareness.

This catalogue presents a selection of assessment methods and tasks designed to support the recognition, documentation, and validation of learning outcomes in mobility contexts, with a specific focus on inclusive, competence-based learning.

The tools can be used in both formal qualification settings and non-formal or informal learning environments, offering flexibility for educators, trainers, and facilitators working with diverse learner groups — including those with fewer opportunities or special needs.

These tools are not only focused on knowledge testing but also on competence development, participation, and self-reflection.

The methods in this catalogue aim to:

- Foster learner engagement through meaningful assessment
- Provide evidence of learning that can be used in recognition and validation
- Strengthen self-efficacy and self-awareness
- Be inclusive and accessible for learners with diverse needs and backgrounds

This catalogue complements the TRAIL Competence Framework and supports the LEVEL5 validation process applied in the pilots.

This catalogue is intended as a living document that can evolve with practice. Trainers are encouraged to adapt and combine tools based on the needs and contexts of their learners.

## 2 Assessment Purposes and Principles

Assessment in TRAIL is understood not as a judgmental or exclusive practice but as a formative and empowering process. It serves multiple purposes:

- Supporting learning by helping participants reflect on their development
- Documenting learning in a transparent and user-friendly way
- Validating outcomes in a competence-oriented system like LEVEL5
- Improving programme design through feedback and learner voice

Key principles:

- Learner-centred: Assessments are designed with and for learners.
- Inclusive: They consider the needs of people with fewer opportunities.
- Competence-based: Focusing on knowledge, skills, and attitudes.
- Reflective: Encouraging individual and group reflection.
- Formative: Promoting learning during the process, not just at the end.





### 3 Matrix of Assessment Methods

| Assessment Tool                   | Purpose                                  | Method Type | Format                        | Best for...  |
|-----------------------------------|--|-------------|-------------------------------|--|
| 1. Reflective Diary               | Self-reflection and documenting learning | Formative   | Written or audio journal      | Learners with basic literacy or verbal reflection skills |
| 2. Learning Buddy Feedback        | Peer learning and formative feedback     | Formative   | Verbal/written feedback       | Building empathy and team communication                  |
| 3. LEVEL5 Spider Diagram          | Visual self-assessment of competence     | Diagnostic  | Visual template               | All learners, including those with limited verbal skills |
| 4. Observation Sheet (by mentor)  | Monitor engagement and progress          | Summative   | Checklist or narrative notes  | Trainers and facilitators                                |
| 5. Experience-based Quiz          | Check of knowledge in playful way        | Formative   | Oral or digital quiz          | Low-barrier knowledge check                              |
| 6. Group Reflection Session       | Collective evaluation and feedback       | Formative   | Guided discussion             | Building shared understanding and motivation             |
| 7. Role Play Feedback             | Skills assessment in real-life scenarios | Formative   | Structured peer feedback      | Communication, problem-solving, intercultural skills     |
| 8. Self-Assessment Questionnaire  | Individual competence reflection         | Summative   | Digital/printed questionnaire | Self-awareness and portfolio creation                    |
| 9. Creative Product (e.g. poster) | Express learning through creative means  | Summative   | Visual/creative output        | Learners with expressive or visual learning styles       |



| Assessment Tool       | Purpose   | Method Type | Format   | Best for...  |
|-----------------------|---|-------------|--|--|
| 10. Storytelling Task | Capture personal learning journeys  | Summative   | Oral, written or video story                         | Personal empowerment and communication skills  |
| 11. Concept Map       | Assess understanding of relationships between ideas, and help learners organise and reflect on knowledge in a visual way. | Formative   | Visual diagram (drawn by hand or digitally)          | Learners with visual learning preferences for group reflection or evaluation of knowledge  |
| 12. Case Study        | Apply knowledge, and problem-solving in realistic scenarios.  | Both        | Written narrative and group discussion               | Learners who benefit from storytelling, applied learning, and real-world examples; supports reflection on values and decision-making.. |
| 13. GAMES             | Evaluate learning in a playful way and low-stress environment, fostering engagement and reinforcing knowledge and skills. | Formative   | Board game, quiz, card game, role-play, digital game | Learners who need more interactive, fun, or informal methods; ideal for low-literacy groups.   |





## 4 Tool Descriptions and Examples

### 4.1 Reflective Diary

**Purpose:**

To enable learners to reflect on their experiences, emotions, challenges, and progress throughout the mobility.

**Format:**

- Paper-based or digital
- Daily prompts or free writing
- Optionally supported with visual aids or symbols

**How to use:**

Encourage learners to take 5–10 minutes each day to reflect on:

- What they experienced
- What they learned
- What was difficult or surprising
- What they want to improve or explore further

**Adaptation tips:**

- Use sentence starters for low-literacy learners
- Allow audio or video recordings as an alternative

### 4.2 Learning Buddy Feedback

**Purpose:**

To promote peer support, increase self-awareness, and foster teamwork.

**Format:**

- Verbal or written exchange between two “buddies”
- Structured feedback templates

**How to use:**

Assign learners into pairs or trios. After key activities, ask them to exchange:

- What their partner did well
- Where they saw growth or change
- What could be improved

**Benefits:**

- Strengthens communication
- Encourages active listening
- Builds confidence

### 4.3 LEVEL5 Spider Diagram

**Purpose:**

To visualise the development of competences in a self-assessment format.

**Format:**

- Pre- and post-mobility spider chart with 5 learning dimensions (e.g., knowledge, skills, motivation)
- Scales from 1–5

**How to use:**

Learners rate themselves before and after the mobility. This visual reflection supports:



- Increased self-awareness
- Dialogue with mentors
- Recognition of personal growth

**Example:**

Used in the Vienna pilot with neurodivergent learners to reflect on their confidence and understanding of Europe before and after the trip.

#### 4.4 Observation Sheet (by mentor)

**Purpose:**

To document learner engagement and development from an external perspective.

**Format:**

- Structured template with focus areas (e.g., participation, communication, teamwork)

**How to use:**

Mentors observe learners during key activities and take notes or rate progress using criteria adapted from the TRAIL competence framework.

**Usefulness:**

- Supports triangulation of learner self-assessments
- Helps identify needs for support

#### 4.5 Experience-based Quiz

**Purpose:**

To check knowledge gained during activities in a fun and inclusive way.

**Format:**

- Multiple-choice, image-based, or oral quiz

**How to use:**

Create quizzes based on experiences (e.g., EU city tour or workshop). Use questions that are situational, not abstract, such as:

- “What surprised you about the EU?”
- “Which value is represented in this mural?”

**Tip:**

Use pictures, emojis or physical objects for accessibility.

#### 4.6 Group Reflection Session

**Purpose:**

To share and consolidate learning as a group.

**Format:**

- Guided discussion with facilitation
- Visual tools (e.g., sticky notes, mind maps)

**How to use**

At the end of each day or activity, bring learners together to share:

- Highlights
- Challenges
- What they learned
- What they want to take forward

**Inclusive method:**

Use drawings, objects, or images to support expression.

## 4.7 Role Play Feedback

**Purpose:**

To assess real-life application of competences in a safe, creative setting.

**Format:**

- Short role-play scenarios followed by peer and/or mentor feedback

**How to use:**

Create scenarios related to the learning content (e.g., asking for help abroad, applying for Erasmus+). Learners act out and reflect on:

- Communication style
- Confidence
- Problem-solving skills

**Benefits:**

- Builds empathy and confidence
- Offers a safe space to fail and learn

## 4.8 Self-Assessment Questionnaire

**Purpose:**

To let learners reflect on their strengths, needs, and progress using a structured format.

**Format:**

- Digital or printed questionnaire
- Includes rating scales and open questions

**How to use:**

Use before and after mobility to allow learners to:

- Set goals
- Monitor their progress
- Identify competences gained

**Tip:**

Use inclusive language and offer support for reading/understanding.





## 4.9 Creative Product (e.g. Poster)

### **Purpose:**

To allow learners to express their learning in a tangible and visual way.

### **Format:**

- Poster, collage, photo story, video clip, infographic

### **How to use:**

Ask learners to create a product that captures:

- What they learned
- What the experience meant to them
- What they want to tell others about it

### **Benefits:**

- Encourages ownership and pride
- Useful for dissemination and storytelling

## 4.10 Storytelling Task

### **Purpose:**

To reflect on personal learning journeys and articulate growth.

### **Format:**

- Written, oral, or video-recorded story

### **How to use:**

Ask learners to create a story about:

- A moment that changed their perspective
- A challenge they overcame
- What Europe means to them now

### **Support:**

- Use guiding questions
- Provide structure (beginning – middle – end)

### **Inspiration:**

Use storytelling to link learning outcomes to emotions and real-life situations.

## 4.11 Concept Map

### **Purpose:**

To visualise knowledge, ideas, and relationships between concepts related to the learning theme.

### **Format:**

- Hand-drawn or digitally created diagram
- Keywords and concepts connected by arrows/lines

### **How to use:**

Ask learners to:

- Start with a central concept (e.g., “Mobility”, “Europe”, “Inclusion”)
- Add related terms or experiences
- Show relationships with linking phrases or lines

### **Support:**

- Offer templates or digital tools (e.g. Coggle, Miro)





- Encourage group work to stimulate discussion

**Inspiration:**

Use concept maps to compare learners' pre- and post-mobility understanding or to review what they learned during a specific activity.

### 4.12 Case Study

**Purpose:**

To analyse real-life or fictional scenarios and apply knowledge, reflect critically, or develop possible solutions.

**Format:**

Short narrative (written or oral) followed by guided analysis

**How to use:**

Present a case example (e.g., a mobility challenge, a personal development story):

- Ask questions such as “What would you do?” or “What does this show us about inclusion?”
- Discuss in pairs/groups and share responses

**Support:**

- Choose relatable scenarios
- Provide analysis frameworks or key questions

**Inspiration:**

Use case studies to encourage reflection on rights, access, and opportunities in the context of the EU or inclusive mobility.

### 4.13 Games

**Purpose:**

To check knowledge, reinforce learning, and build soft skills in an interactive, low-pressure way.

**Format:**

- Quiz, board game, role-play, card game, or digital game

**How to use:**

- Adapt content from the training or mobility week into a game format
- Divide learners into small groups
- Encourage collaboration and fun

**Support:**

- Include visual or tactile elements for accessibility
- Clarify rules and roles
- Co-create games with learners if possible

**Inspiration:**

Use games to revisit content from the mobility experience, stimulate peer interaction, and reduce anxiety in group settings.

## 5 Final Reflection





This catalogue offers a flexible collection of assessment tools and methods suitable for both formal qualification purposes and informal learning contexts. In the spirit of inclusive mobility, the emphasis lies not only on measuring outcomes but also on *valuing the learner's journey*.

The tools presented here support a variety of needs, learning preferences, and contexts — especially those of learners who may face barriers to traditional educational methods. By offering multiple ways to express progress and competence — through visual, verbal, reflective, creative, and collaborative formats — we aim to foster a learning environment that is empowering, accessible, and meaningful.

We encourage practitioners to use this catalogue not as a fixed recipe but as a toolkit to be adapted, combined, and enriched based on learners' profiles, settings, and learning objectives. Above all, the assessment process should serve as an opportunity for recognition, motivation, and growth — not just for the learners, but also for the educators supporting them.



# TRANSITION TO ACCESSIBLE AND INCLUSIVE LEARNING



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