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# Analysis of Evaluation Tools

used in the ACEWild outdoor learning programmes



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## Disclaimer

*This project has been funded with support from the European Commission (Erasmus+). The document reflects the views only of the ACEWild team and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

# Tool Analysis - Strengths & Difficulties Questionnaire (SDQ)

[www.sdqinfo.org](http://www.sdqinfo.org)

Evaluation Tool	Advantages	Disadvantages
Strengths & Difficulties Questionnaire (SDQ)	<ul style="list-style-type: none"><li>flexible user group (parent, teacher and pupil version)</li><li>used internationally</li><li>robust</li><li>free (just need permission to use)</li><li>automatic scoring system and analysis once uploaded to website</li><li>Generates a score which can be compared to a national average</li></ul>	<ul style="list-style-type: none"><li>needs explaining as easy to complete wrong way round</li><li>lots of questions (25)</li><li>reasonable literacy level required</li><li>Data needs interrogating and if want more than “risk” value/clinical diagnosis</li></ul>

**Assesses:** emotional, conduct, hyperactivity and peer problems, plus prosocial difficulties/strengths

# Tool Analysis - PEMS+

<b>Pros</b>	<b>Cons</b>
Very flexible - can measure change over time, or evaluate behaviours and attitudes during certain activities, with any age group	Extra time is needed to input the recorded scores onto the spreadsheet (see Spreadsheet 1) and interpret results
Provides high degree of reflection, allowing teachers to identify trends or behaviours that may otherwise go unnoticed	Not validated elsewhere
Easy to use once familiar with rubrics	Takes practice to use effectively
Contains a skills element that can be designed to meet own qualifications/needs	
Free to use (with credit given)	

## Tool Analysis - Bush Telegraph

- ▶ **Josh Burgess video**
- ▶ **Bogdan**

# Tool Analysis - **Life Satisfaction Ladder**

# Tool Analysis - “Well-Being Measure”



well-being  
measure

Evaluation Tool	Advantages	Disadvantages
National Philanthropy Capital Well-Being Measure	<ul style="list-style-type: none"><li>• data analysis quick and report well-presented</li><li>• compares to a national average</li><li>• reasonably simple rating system for students (5 choices only)</li><li>• Includes some key NEET indicators, eg resilience</li></ul>	<ul style="list-style-type: none"><li>• UK only at time of use</li><li>• group analysis only (not individual)</li><li>• reasonable level of literacy and patience required (if students self-complete)</li><li>• quite expensive</li></ul>

## Can measure:

- ▶ Self-esteem, emotional well-being, resilience
- ▶ Satisfaction with friends, family, community and school
- ▶ Life satisfaction

Assume that this ladder is a way of picturing your life. The top of the ladder represents the best possible life for you. The bottom rung of the ladder represents the worst possible life for you.

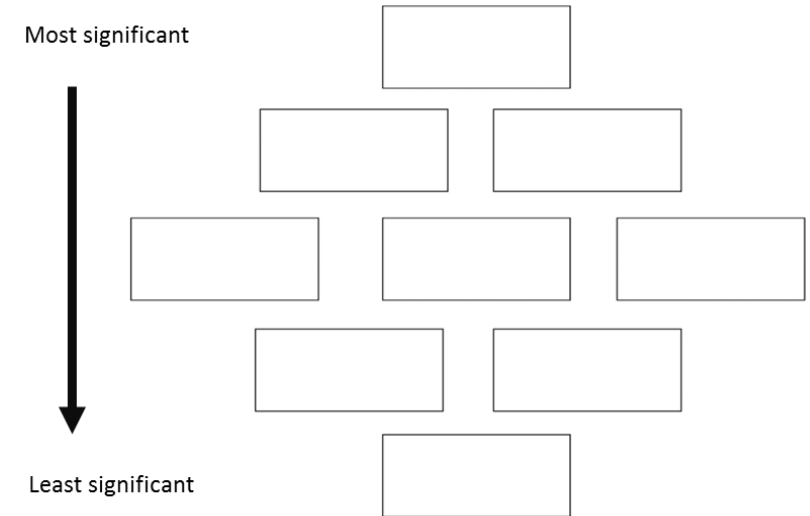
Indicate where on the ladder you feel you personally stand right now by marking the circle.



# Tool Analysis - Diamond Ranking

Evaluation Tool	Advantages	Disadvantages
Diamond Ranking	<ul style="list-style-type: none"><li>Engages pupils</li><li>Encourages reflection as choices have to be made</li><li>Can be done indoors or out</li><li>Can be done as a group or individual</li><li>Can give instant feedback</li></ul>	<ul style="list-style-type: none"><li>Some bias inevitable as nine statements / choices have to be identified (by whom and how?)</li><li>Takes time if wish to analyse thoroughly</li></ul>

## Why I enjoy the outdoor learning course





# Tool Analysis - Puppet Tree

Evaluation Tool	Advantages	Disadvantages
Puppets in a Tree	<ul style="list-style-type: none"><li>• quick and fun to use to assess student's immediate feelings about an activity or event</li><li>• Provides a "snapshot" in time</li></ul>	<ul style="list-style-type: none"><li>• needs interpreting by each individual at start as positions of puppets in tree can be interpreted very differently depending on "criteria"- eg. height, grip, posture, togetherness, etc</li><li>• not suitable for pupils who struggle to interpret facial expressions or body language(eg. Asperger's)</li><li>• not all feelings represented (eg. anger, jealousy, frustration, fear)</li><li>• Need conversation with pupils about why they placed themselves in certain position</li></ul>

