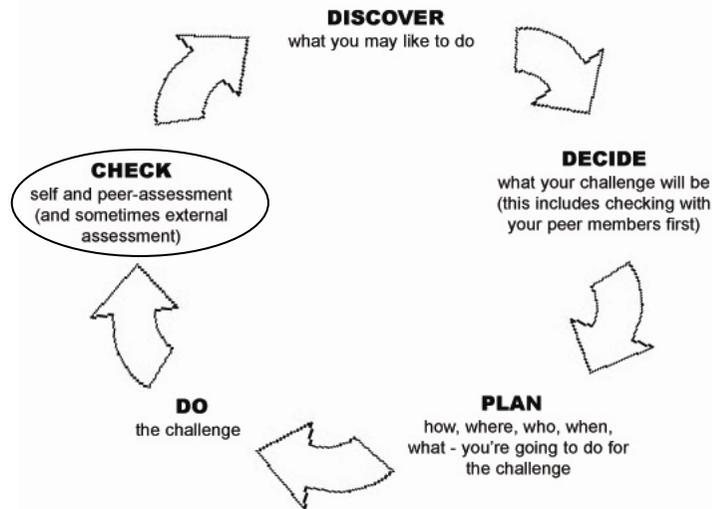


Assessment is an integral part of the badges our Guides work on. However it is only **one** of five steps in the Australian Guide Program (AGP) process — Check.



### TERMINOLOGY

#### **Challenge**

A challenge is something that has value to the Guide. It should be something that the Guide cannot currently do, but something that with some effort she will be able to achieve. It might include one or more of the following:

- Discover a new area;
- Extend her knowledge and/or skills;
- Help her work on something that needs improvement;
- Bring her into contact with a new group of friends; or
- Will make her feel great to complete.

#### **Peer Unit**

A Unit with a minimum of four Guides whose ages are within a four-year span of the Guide in question's age (i.e. a 10 year old in a Peer Unit of 7-11s or 10-15s).

### Types of Assessment

In completing any challenge, a Guide should follow ALL steps of the AGP process. This should be the case if a Guide working on a badge by herself, or doing the badge as a Patrol or Unit.

There are three levels of assessment, two levels are required for every challenge planned and completed, whilst the third level is only relevant for specific badges.

**Level 1**—the Guide, also known as self-assessment

**Level 2**—other Unit/Patrol members (including Unit Leader/s), also known as peer-assessment

**Level 3**—external assessor/s, mainly for Achieve-a-Challenges and other awards or qualifications outlined in *Look Wider Still*.

This Information Sheet focuses on self- and peer-assessment only (i.e. Levels 1 and 2 only).

### What happens in your Unit:

Variation in the method/s used for self- and peer-assessment will be found between Units. This is okay. The method used is girl-driven, appropriate (for the individuals, Unit and within the philosophy of the Australian Guide Program) and understood by all members of the Unit.

A Guide should AIM HIGH with the setting of her challenges. Stretch her abilities, make her step outside her “comfort zone”, encourage her to persevere with something she does not enjoy. However it is also important that the challenge is realistic (i.e. achievable). The Guide will not only gain from completing the task/s that she sets, but she will also learn the intangible skills of setting a goal and achieving it, time management and planning. Self-assessment also encourages the Guide to find out things about herself that she might not have known before, i.e. strengths and weaknesses.

# Self & Peer Assessment - Information for Leaders

## Self-assessment

### “Have I truly done my best?”

Self-assessment relies on honesty and integrity of the Guide in question. These attributes are greatly valued in a Guide. The Guide should be able to clearly identify:

- what the activity is;
- why it is a challenge to her (new skill, extension of skill, development of intangible skills like time management, patience, etc.);
- how long she thinks it might take;
- what the outcome of her challenge is (i.e. when will she know she’s finished); and
- who else might be involved in the challenge.

She should be able to identify all of these things whether she is doing the badge by herself or with other Patrol/Unit members.

The Guide might like to use the following questions to help her in self-assessment:



If the Guide feels dissatisfied with her effort, have a chat with her to find out why. It would be useful to do this prior to the peer-assessment process. Is her dissatisfaction because she didn’t really do her best; did someone else let her down but she did her best; was she expecting too much? In some circumstances, the Guide might still achieve the challenge despite not completing it to the standard you and everyone else expected.

## Peer-assessment

### “Has she truly done her best?”

Peer-assessment is the assessment process carried out by the Peer Unit, or the Guide’s Patrol. This includes ALL members of the Unit or Patrol, and should be facilitated by the Leaders. Peer-assessment relies on all members being fair, but also making sure that the Guide did “her best at her level in her way”.

Your Unit might like to use the following questions to help in peer-assessment:



Often, once the peer members get the idea of peer assessment, they will come up with their own questions.

### Other things that might be useful to do in your Unit to assist the assessment process:

- Discuss “what is a challenge”
- Discuss “doing their best” versus “being perfect” versus “doing something just because others are”
- Brainstorm questions that members could ask during the assessment process
- Determine where self-assessment will happen (on her own, in her Patrol, with the unit, with a Leader)
- Decide whether peer-assessment will be done within her Patrol or Unit
- Decide how the final assessment will happen. If there are mixed feelings, encourage consensus decision-making.

### Some options for using peer-assessment in your Unit:

- Questions could be written down on cards, and each Guide is required to pick a card and ask the question.
- The Unit could work through a checklist using the above questions, with all the questions read out by one Guide/Leader.
- Guides could ask questions, then you leave the room whilst the Unit further discusses the challenge.
- If a consensus cannot be reached within the Unit, voting may need to take place.

### Some possible (brief) answer options to the suggested assessment questions:

Very	Fairly	Not Very
Yes	Some things	No
Easy	Moderate	Hard
Proud	Satisfied	Disappointed
Yes	Maybe	No
Good	OK	Could be better
A lot	Some stuff	Nothing
Worth it	OK	A bit of a waste