

Project Proposal Score Sheet

Division: _____

Project ID: _____

Evaluator ID: _____

A. Area of Concern (AoC)

	Developing	Proficient	Outstanding	Exemplary	Score
Significance refers to the importance/need of the community situation being addressed	Community need for/importance of the project is unclear 1 2 3	Conveys basic ideas, general understanding of community's need for assistance 4 5 6	Community's need is identifiable, includes some details establishing importance of project 7 8	Significance of the situation to the community and students is effectively established; addressing identified concerns will have positive impact 9 10	
Completeness refers to the student's ability to present a comprehensive picture of the Area of Concern	Conveys basic concept; lacks detail 1 2 3	Partial picture of AoC; intent vague 4 5 6	Demonstrates multiple views of the AoC; indicates a reasonable understanding of the present situation 7 8	Comprehensive description of the AoC, evidence of thorough understanding of the present community situation; relation to stakeholders and obstacles to be overcome effectively identified 9 10	
Investigation considers the extent to which students have examined the situation and researched relevant issues, trends, previous actions, etc.	Minimal investigation of the situation was conducted 1 2 3	Some exploration of relevant issues considered 4 5 6	Multiple resources and issues considered for understanding the AoC 7 8	Comprehensive investigation of the AoC; research of issue provides evidence of thorough understanding of how the present situation emerged 9 10	

B. Challenges Identified

Flexibility refers to how well students analyzed the situation from a variety of viewpoints	Minimal evidence that students considered issues or aspects beyond the conventional 1 2 3	A small range of ideas or viewpoints were considered 4 5 6	Multiple aspects of the AoC were considered to develop challenges 7 8	Varied ideas and aspects of the problem considered from a range of viewpoints demonstrate a comprehensive approach to the AoC 9 10	
Insight refers to how aware students were to the problems of those directly involved	Minimal connection to those directly involved in the situation 1 2 3	Some understanding of those involved is presented 4 5 6	Consideration of those involved is evident throughout 7 8	Demonstrated perceptive consideration of those involved in the situation, and the interrelated nature of their concerns 9 10	

C. Underlying Problem (UP)

Focus considers the scope of the Underlying Problem in terms of the Area of Concern	Overly broad goals; restatement of AoC; or lacks connection to AoC 1 2 3 4	Effort made to narrow the AoC; goals vague or ill-defined 5 6 7 8	AoC narrowed to appropriate issue for the UP 9 10 11 12	Narrows the goal from the entire AoC to create a clear and manageable objective 13 14 15	
Adequacy examines the significance of the UP, and its impact on the Area of Concern	Tenuous link to the AoC, another idea may have been better 1 2 3 4	Connection to AoC evident; the impact on the AoC could be stronger 5 6 7 8	Appropriate issue from the AoC is addressed 9 10 11 12	Identifies a major, important issue, that if resolved will have a considerable impact on community identified in the AoC 13 14 15	
Structure refers to the structure of the Underlying Problem	Note - only absence of an element warrants a score of zero	Condition Phrase	Key Verb Phrase (KVP)	Purpose	
		appropriate 0 1	appropriate single action verb with its object 0 1 2	provides single appropriate reason for accomplishing KVP 0 1 2	

Comments:

Proposal Score Sheet

D. Solution Ideas	Developing	Proficient	Outstanding	Exemplary	Score
Relevance to the UP considers how effectively solution ideas address the KVP and support the Purpose	Relationship to the UP is minimal or unclear 1 2 3	Connection to the UP is present 4 5 6	Solid connection to the UP 7 8	Strong connection and high significance of ideas to the UP effectively demonstrated 9 10	
Flexibility refers to the diversity of solution ideas, identifying a range of ways to accomplish the goals of the UP	Minimal evidence that students considered issues or ideas beyond the conventional 1 2 3	A small range of ideas or stakeholders were considered 4 5 6	Multiple actions, perspectives, and possibilities were considered 7 8	Varied ideas and consideration from a wide range of viewpoints demonstrate a comprehensive analysis of the UP 9 10	

E. Determination of Action Plan					
Application refers to the appropriateness of the technique employed for determining the best solution(s)	Method employed was ineffective to determine the best solution(s) 1 2 3	An appropriate tool was identified; its application was vague/unsuccessful 4 5 6	Evidence of reasonable strategy being applied to consider solutions 7 8	Deliberate thought was demonstrated in the use of a technique to select the best solution(s); the selected method was used effectively 9 10	
Analysis considers the extent to which solution ideas were examined/compared to determine the best solution(s) for the identified UP	Rationale for best solution(s) determination unclear 1 2 3	Reasoning behind best solution(s) determination minimal; needs more development 4 5 6	A logical explanation/presentation of determination is provided; there is a connection to the UP 7 8	A thorough and effective analysis of the solution ideas is demonstrated; selected idea(s) clearly responds to the goals established in the UP 9 10	

F. Action Plan					
Elaboration measures the extent to which a complete strategy for implementing the Action Plan is described	Ideas are presented as basic concepts not yet ready for implementation 1 2 3 4	Some elements of the plan are developed, though a full plan has not been presented 5 6 7 8	Aspects of plan are well-developed; additional information would benefit implementation 9 10 11 12	Fully developed ideas convey thoroughly considered actions; descriptions of tasks, how solutions will operate, and how actions respond to the UP are discussed; ready for implementation 13 14 15	
Proposed Activities identifies major goals and deadlines with suitable timeframes	Few activities listed; sequence and or timeframes are illogical 1 2 3 4	Some activities listed; additional details needed to create blueprint for future action 5 6 7 8	Activities listed with reasonable sequencing and timeframes 9 10 11 12	A thorough scope of activities are identified in an appropriate sequence with adequate timeframes; an effective blueprint for future success established 13 14 15	

G. Proposal - Overall					
Clarity measures the ability of the students to present their ideas and efforts, and the needs of the community, in a clear and logical manner	Hard to understand; intent unclear; cause-effect reasoning may be absent or incorrect 1 2 3 4	Conveys basic ideas; lacks detail; is vague or takes leaps in thinking 5 6 7 8	Clear explanation of ideas; some details provided 9 10 11 12	Effective communication of ideas; provides clear and thorough descriptions; demonstrates logical cause-effect thinking 13 14 15	
Ownership examines the extent to which the project is student-driven	Student ownership of project is minimal; students involved, but not in leadership roles 1 2 3 4	Student ownership is inconsistent; shared with adults or other stakeholders 5 6 7 8	Students maintained active ownership throughout most of the project 9 10 11 12	Student initiative is central to the conception, development, and execution of the project; evidence in every element of the project 13 14 15	
Creativity measures the creative, productive thinking in evidence throughout the Proposal	Minimal evidence of creative thinking, ideas represent conventional or commonplace ideas 1 2 3 4	Some attempt at creative thinking evidenced in some aspects of the proposal 5 6 7 8	Innovative thinking, insightful ideas, some aspects of the proposal go beyond the ordinary 9 10 11 12	Strong display of inventive, ingenious ideas throughout the proposal, unique adaptations to the community and/or AoC demonstrated throughout 13 14 15	

Proposal Total:

Comments:

Project Report Score Sheet

Division: _____

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	Developing	Proficient	Outstanding	Exemplary	Score	
H. Relevance considers how well the implemented Action Plan relates to the Underlying Problem	Little or no relationship to the UP; another plan may have been better 1 2 3 4 5 6	Some relationship to the UP 7 8 9 10 11	Good relationship to the UP 12 13 14 15 16	Excellent relationship to the UP; Action Plan directly relates to the KVP and support the Purpose 17 18 19 20		Comments:
I. Organization tasks and responsibilities are clearly delineated and effective management strategies are in place	Tasks and responsibilities are unclear; minimal evidence of project management strategies 1 2 3 4	Some tasks or responsibilities presented; evidence of project management strategies 5 6 7 8	Tasks and responsibilities are clearly presented and assigned; multiple project management strategies in place 9 10 11 12	Tasks and responsibilities are clearly and effectively delineated; effective management and coordination identified 13 14 15		
J. Resources refers to identification and utilization of community resources in the implementation of the Action Plan	Minimal resources identified 1 2 3 4	Several resources identified; additional or more appropriate resources likely needed before implementation 5 6 7 8	Multiple resources identified, considering ways to involve the community 9 10 11 12	A variety of resources and community connections identified and utilized; excellent use of the community in implementation of Action Plan 13 14 15		
K. Community Impact considers the positive effects the Action Plan has on community stakeholders	Minimal evidence of impact on the community 1 2 3 4 5 6	Some impact made on parts of the community 7 8 9 10 11	Positive impact on sections of the community is established 12 13 14 15 16	The situation is improved for the community as a whole; Action Plan has a positive impact for the future 17 18 19 20		
L. Community Involvement refers to how well outreach into the affected community and beyond was demonstrated	Minimal evidence of outreach to the community 1 2 3 4	Some connections made with community members 5 6 7 8	Relationships developed between students and community members 9 10 11 12	Strong partnerships between the students and community members established and utilized 13 14 15		
M. Effectiveness of Action Plan measures the effectiveness of the activities undertaken to accomplish the objectives explored in the AoC, and the objectives of the UP	Little relationship to the UP; unclear how the plan improves the existing situation in the AoC 1 2 3 4	Solves some aspects of the UP; alternate or additional activities may have been needed 5 6 7 8	Adequately solves UP; reasonable response to the AoC 9 10 11 12	Activities and actions demonstrate strong connection to the UP; thoroughly responds to and improves the AoC 13 14 15		

Project Report Score Sheet

		Developing	Proficient	Outstanding	Exemplary	Score	Comments:
N.	Adaptation of Plan refers to the effective utilization of problem solving skills to adapt the project as needed	Minimal evidence of problem solving skills; difficulty adapting plan when needed 1 2 3 4	Some application of problem solving skills to account for unforeseen obstacles 5 6 7 8	Encountered obstacles adequately responded to with problem solving skills 9 10 11 12	Effective problem solving skills employed as needed; thorough planning/response prevented project delay 13 14 15		
O.	Sustainability of Project Impact refers to the continuation of a project's impact even after students' direct involvement has concluded	Minimal or no evidence of the continuing impact on community after project's formal conclusion 1 2 3 4 5 6	Concerns for future impact evident; continuing impact unclear 7 8 9 10 11	Strategies in place for ongoing continuation of project impact 12 13 14 15 16	Strategies in place for benefits of project to continue within the community after the project's conclusion 17 18 19 20		
P.	Reflection/Assessment demonstrates a thoughtful and thorough analysis of the outcomes of the project	Reflection is distorted; objective measures of success not accurately assessed 1 2 3 4 5 6	Reasonable reflections; objective measures not well used; reflections demonstrate bias 7 8 9 10 11	Efforts for thoughtful reflection and objective analysis present 12 13 14 15 16	Careful, honest assessment of actions conducted; objective analysis promotes thoughtful reflection 17 18 19 20		
Q. Report - Overall							
	Clarity measures the ability of the students to present their efforts, accomplishments, and actions, in a clear and logical manner	Hard to understand, intent unclear; cause-effect reasoning may be absent or incorrect 1 2 3 4	Conveys basic ideas; lacks detail; is vague or takes leaps in thinking 5 6 7 8	Clear explanation of ideas; explanatory details provided 9 10 11 12	Effective communication of ideas, provides clear and thorough descriptions; demonstrates logical presentation of the Action Plan 13 14 15		
	Ownership Examines the extent to which the project is student-driven	Student ownership of project is minimal; students involved, but not in leadership roles 1 2 3 4	Student ownership is inconsistent; shared with adults or other stakeholders 5 6 7 8	Students maintained active ownership throughout most of the project 9 10 11 12	Student initiative is central to the implementation and execution of the project; evidence in every element of the project 13 14 15		
	Creativity measures the creative, productive thinking in evidence throughout the Report	Minimal evidence of creative thinking; ideas represent conventional or commonplace ideas 1 2 3 4	Some attempt at creative thinking evidenced in some aspects of the project 5 6 7 8	Innovative thinking, insightful ideas; some elements of the project go beyond the ordinary 9 10 11 12	Strong display of inventive, ingenious ideas throughout the project; unique adaptations or strategies demonstrated throughout 13 14 15		
Report Total:							

Supporting Materials/On-Site Score Sheet

Division: _____

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R. Portfolio

Developing

Proficient

Outstanding

Exemplary

Documentation considers the extent to which students document the development and implementation of the project	Minimal or ineffective documentation of efforts provided 1 2 3 4	Some evidence of project activities provided 5 6 7 8	Project efforts and activities substantiated 9 10 11 12	Efforts effectively chronicled from inception of project to present; evidence provided to support claims 13 14 15	
Elaboration measures the extent to which a complete presentation of the project is made	Ideas are presented as basic concepts; not fully developed/explained 1 2 3 4	Some elements of the Portfolio are developed; the full project has not been presented 5 6 7 8	Aspects of project are well-developed; included information enhances understanding of project 9 10 11 12	Entire breadth and depth of project explored; fully developed presentation of project effectively conveys progression of project 13 14 15	

S. Promotional Video

Relevance considers how well the video connects to the intent of the project; examines how effectively ideas presented promote the project	Relationship to the project is minimal or unclear 1 2 3 4	Connection to the project is present 5 6 7 8	Solid connection to the project; audience aware of project objectives 9 10 11 12	Strong connection of ideas to the project goals; audience gains understanding of the project's importance to the community 13 14 15	
Engagement refers to the extent to which the video draws the audience to action/involvement with the projects goals	Minimal effort to engage the audience evident 1 2 3 4	Some effort to engage the audience present; vague or needs improvement 5 6 7 8	Clear effort to engage audience is present 9 10 11 12	Audience is effectively presented with the significance of the project and understands the importance of getting involved/supporting the project 13 14 15	

T. Display

Relevance considers how well the display depicts the project	Relationship of content to the project is minimal or unclear 1 2 3 4	Display demonstrates general connection to the project 5 6 7 8	Solid connection to the project; multiple aspects of the project presented 9 10 11 12	Effective presentation of the entire project to display events comprehensively; a wide range of aspects of the project and outcomes are represented 13 14 15	
Visual Appeal explores the overall attractiveness of the display that invites interest and engages viewers	Limited eye appeal/organization; contains confusing visuals/descriptions 1 2 3 4	Display contains minimal information; presentation of materials is disjointed 5 6 7 8	Display is appealing; provides appropriate information about the project 9 10 11 12	Display is appealing and eye-catching; audience drawn to project and learns about the objectives and accomplishments without explanation 13 14 15	

U. Interview

Elaboration assesses the quality and thoroughness of student responses	Responses appear pre-planned and offer minimal insight 1 2 3 4 5 6	Some responses are elaborated, though additional project insight is minimal 7 8 9 10 11	Clear explanations of project activities, and their importance in shaping the project 12 13 14 15 16	Fully developed, well thought out responses expanding significantly beyond the ideas presented in the written documentation 17 18 19 20	
Student Engagement considers the extent to which students demonstrate their ownership of the project	Minimal student interest/engagement shown, lack of evidence of student ownership of the project 1 2 3 4 5 6	Student interest demonstrated 7 8 9 10 11	Significant student interest/engagement demonstrated 12 13 14 15 16	High level of student passion, commitment, and project ownership of project evident 17 18 19 20	

Comments:

Supporting Materials/On-Site Score Sheet

V. Supporting Materials - Overall

Developing

Proficient

Outstanding

Exemplary

Written Communication measures the ability of students to present their ideas and efforts, and the needs of the community, in a clear and logical manner through their written work presented On-Site	Hard to understand, intent unclear; Connections may be absent or incorrect 1 2 3 4	Conveys basic ideas; lacks detail; is vague or takes leaps in thinking 5 6 7 8	Clear explanation of ideas; some details provided 9 10 11 12	Effective communication of ideas; clear and thorough descriptions provided; logical cause-effect thinking demonstrated 13 14 15	
Spoken Communication considers the students' ability to effectively communicate their project using spoken language	Hard to understand, intent unclear; Connections may be absent or unclear 1 2 3 4	Conveys basic ideas, lacks detail, is vague or disjointed 5 6 7 8	Project concept clearly presented; logical flow of discussion/conversation. 9 10 11 12	Students present the project objectives effectively, transition between ideas/questions well, and convey project importance to audience 13 14 15	
Visual Clarity measures the ability of the students to present their project visually, in a clear and effective manner with text, graphics, and other visual elements	Hard to understand; intent unclear 1 2 3 4	Conveys basic ideas; lacks detail; is vague or disjointed 5 6 7 8	Project concept clearly presented; logical presentation of ideas/images 9 10 11 12	Project objectives effectively established; effective prose accompanies visuals; project accomplishments conveyed 13 14 15	
Creativity measures the creative, innovative, and productive thinking evidenced throughout the Supporting Materials	Minimal evidence of creative thinking; ideas represent conventional or commonplace ideas 1 2 3 4	Some attempt at creative thinking evidenced 5 6 7 8	Innovative thinking, insightful ideas; some elements go beyond the ordinary 9 10 11 12	Strong display of inventive, ingenious ideas; unique presentations of the project, the community and/or AoC demonstrated throughout 13 14 15	

Comments:

W. Project - Overall

Problem Solving Process considers the application of the problem solving process throughout the entire project	Minimal evidence of problem solving process present; efforts more appropriately classified as research or study, not problem solving 1 2 3 4 5 6	Evidence of problem solving inconsistent; actions not always connected to established goals 7 8 9 10 11	Problem solving strategies evident in multiple stages of the project 12 13 14 15 16	Effective use of problem solving strategies employed throughout project 17 18 19 20	
Teamwork considers the collaborative nature of the project	Limited evidence of cooperative efforts 1 2 3 4 5 6	Some evidence of a few people contributing ideas 7 8 9 10 11	Evidence of multiple people incorporating ideas in a collaborative effort 12 13 14 15 16	Considerable evidence of integration of many ideas in a cohesive manner across the entire project 17 18 19 20	
Leadership considers active student leadership throughout the project	Students involved, but not in leadership roles 1 2 3 4 5 6	Student leadership is inconsistent; shared with adults or other stakeholders 7 8 9 10 11	Active student leadership maintained throughout most of the project 12 13 14 15 16	Student leadership is central to the conception, development, and execution of the project; evidenced throughout the project 17 18 19 20	

IC On-Site Total: