

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	

Comments:

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 appropriate 0 1	Key Verb Phrase (KVP) appropriate single action verb with its object 0 1 2	Purpose provides single appropriate reason for accomplishing KVP 0 1 2	

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: