CmPS Project Rubric 2023-2024 – International Conference

The full CmPS Scoresheet and Evaluation Guidelines can be found on fpspimart.org and on our Resource Links page, fpspi.org/resource-links/

Proposal				
Area of Concern				
	Developing	Proficient	Outstanding	Exemplary
Significance refers to the importance/need of the community situation being addressed	Community need for/importance of the project is unclear	Conveys basic ideas, general understanding of community's need for assistance	Community's need is identifiable, includes some details establishing importance of project	Significance of the situation to the community and students is effectively established; addressing identified concerns will have positive impact
Completeness refers to the team's ability to present a comprehensive picture of the Area of Concern	Conveys basic concept; lacks detail	Partial picture of AoC; intent vague	Demonstrates multiple views of the AoC; indicates a reasonable understanding of the present situation	Comprehensive description of the AoC, evidence of thorough understanding of the present community situation; relation to stakeholders and obstacles to be overcome effectively identified
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	Some exploration of relevant issues considered	Multiple resources and issues considered for understanding the AoC	Comprehensive investigation of the AoC; research of issue provides evidence of thorough understanding of how the present situation emerged
Challenges Identfied				
	Developing	Proficient	Outstanding	Exemplary
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	A small range of ideas or viewpoints were considered	Multiple aspects of the AoC were considered to develop challenges	Varied ideas and aspects of the problem considered from a range of viewpoints demonstrate a comprehensive approach to the AoC
Insight refers to how aware students were to the problems of those directly involved	Minimal connection to those directly involved in the situation	Some understanding of those involved is presented	Consideration of those involved is evident throughout	Demonstrated perceptive consideration of those involved in the situation, and the interrelated nature of their concerns
Underlying Problem				
	Developing	Proficient	Outstanding	Exemplary
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	Effort made to narrow the AoC; goals vague or ill-defined	AoC narrowed to appropriate issue for the UP	Narrows the goal from the entire AoC to create a clear and manageable objective
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	Connection to AoC evident; the impact on the AoC could be stronger	Appropriate issue from the AoC is addressed	Identifies a major, important issue, that if resolved will have a considerable impact on community identified in the AoC
Structure refers to the structure of the Underlying Problem (Note - only absence of an element warrants a score of zero)	Condition Phrase - appropriate	Key Verb Phrase (KVP)- appropriate single action verb with its object	Purpose - provides single appropriate reason for accomplishing KVP	

CmPS Project Rubric 2023-2024 – International Conference

Proposal				
Solution Ideas				
	Developing	Proficient	Outstanding	Exemplary
Relevance to the UP considers how effectively solution ideas address the KVP and support the Purpose	Relationship to the UP is minimal or unclear	Connection to the UP is present	Solid connection to the UP	Strong connection and high significance of ideas to the UP effectively demonstrated
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	A small range of ideas or stakeholders were considered	Multiple actions, perspectives, and possibilities were considered	Varied ideas and consideration from a wide range of viewpoints demonstrate a comprehensive analysis of the UP
Determination of Acton Plan				
	Developing	Proficient	Outstanding	Exemplary
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)	An appropriate tool was identified; its application was vague/unsuccessful	Evidence of reasonable strategy being applied to consider solutions	Deliberate thought was demonstrated in the use of a technique to select the best solution(s); the selected method was used effectively
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	Reasoning behind best solution(s) determination minimal; needs more development	A logical explanation/presentation of determination is provided; there is a connection to the UP	A thorough and effective analysis of the solution ideas is demonstrated; selected idea(s) clearly responds to the goals established in the UP
Acton Plan				
	Developing	Proficient	Outstanding	Exemplary
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	Some elements of the plan are developed, though a full plan has not been presented	Aspects of plan are well-developed; additional information would benefit implementation	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
Proposed Activities identifies major goals and deadlines with suitable timeframes	Few activities listed; sequence and or timeframes are illogical	Some activities listed; additional details needed to create blueprint for future action	Activities listed with reasonable sequencing and timeframes	A thorough scope of activities are identified in an appropriate sequence with adequate timeframes; an effective blueprint for future success established
Overall				
	Developing	Proficient	Outstanding	Exemplary
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	Conveys basic ideas; lacks detail; is vague or takes leaps in thinking	Clear explanation of ideas; some details provided	Effective communication of ideas; provides clear and thorough descriptions; demonstrates logical cause-effect thinking
Ownership examines the extent to which the project is student-driven	Student ownership of project is minimal; students involved, but not in leadership roles	Student ownership is inconsistent; shared with adults or other stakeholders	Students maintained active ownership throughout most of the project	Student initiative is central to the conception, development, and execution of the project; evidence in every element of the project
Creativity measures the creative, productive thinking in evidence throughout the Proposal	Minimal evidence of creative thinking, ideas represent conventional or commonplace ideas	Some attempt at creative thinking evidenced in some aspects of the proposal	Innovative thinking, insightful ideas, some aspects of the proposal go beyond the ordinary	Strong display of inventive, ingenious ideas throughout the proposal, unique adaptations to the community and/or AoC demonstrated throughout

CmPS Project Rubric 2023-2024 – International Conference

Report	Developing	Proficient	Outstanding	Exemplary
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	Some relationship to the UP	Good relationship to the UP	Excellent relationship to the UP; Action Plan directly relates to the KVP and support the Purpose
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	Some tasks or responsibilities presented; evidence of project management strategies	Tasks and responsibilities are clearly presented and assigned; multiple project management strategies in place	Tasks and responsibilities are clearly and effectively delineated; effective management and coordination identified
Resources refers to identification and utilization of community resources in the implementation of the Action Plan	Minimal resources identified	Several resources identified; additional or more appropriate resources likely needed before implementation	Multiple resources identified, considering ways to involve the community	A variety of resources and community connections identified and utilized; excellent use of the community in implementation of Action Plan
Community Impact considers the positive effects the Action Plan has on community stakeholders	Minimal evidence of impact on the community	Some impact made on parts of the community	Positive impact on sections of the community is established	The situation is improved for the community as a whole; Action Plan has a positive impact for the future
Community Involvement refers to how well outreach into the affected community and beyond was demonstrated	Minimal evidence of outreach to the community	Some connections made with community members	Relationships developed between students and community members	Strong partnerships between the students and community members established and utilized
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	Solves some aspects of the UP; alternate or additional activities may have been needed	Adequately solves UP; reasonable response to the AoC	Activities and actions demonstrate strong connection to the UP; thoroughly responds to and improves the AoC
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	Some application of problem solving skills to account for unforeseen obstacles	Encountered obstacles adequately responded to with problem solving skills	Effective problem solving skills employed as needed; thorough planning/response prevented project delay
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	Concerns for future impact evident; continuing impact unclear	Strategies in place for ongoing continuation of project impact	Strategies in place for benefits of project to continue within the community after the project's conclusion
Reflection/Assessment Reflection/Assessment demonstrates a thoughtful and thorough analysis of the outcomes of the project	Reflection is distorted; objective measures of success not accurately assessed	Reasonable reflections; objective measures not well used; reflections demonstrate bias	Efforts for thoughtful reflection and objective analysis present	Careful, honest assessment of actions conducted; objective analysis promotes thoughtful reflection

Overall	Developing	Proficient	Outstanding	Exemplary
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	Conveys basic ideas; lacks detail; is vague or takes leaps in thinking	Clear explanation of ideas; explanatory details provided	Effective communication of ideas, provides clear and thorough descriptions; demonstrates logical presentation of the Action Plan
Ownership Examines the extent to which the project is student-driven	Student ownership of project is minimal; students involved, but not in leadership roles	Student ownership is inconsistent; shared with adults or other stakeholders	Students maintained active ownership throughout most of the project	Student initiative is central to the implementation and execution of the project; evidence in every element of the project
Creativity measures the creative, productive thinking in evidence throughout the Report	Minimal evidence of creative thinking; ideas represent conventional or commonplace ideas	Some attempt at creative thinking evidenced in some aspects of the project	Innovative thinking, insightful ideas; some elements of the project go beyond the ordinary	Strong display of inventive, ingenious ideas throughout the project; unique adaptations or strategies demonstrated throughout

CmPS Project Rubric 2023-2024 – International Conference

Supporting Materials

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	Some evidence of project activities provided	Project efforts and activities substantiated	Efforts effectively chronicled from inception of project to present; evidence provided to support claims
Elaboration measures the extent to which a complete presentation of the project is made	Ideas are presented as basic concepts; not fully developed/explained	Some elements of the Portfolio are developed; the full project has not been presented	Aspects of project are well-developed; included information enhances understanding of project	Entire breadth and depth of project explored; fully developed presentation of project effectively conveys progression of project

Promotional Video

	Developing	Proficient	Outstanding	Exemplary
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	Connection to the project is present	Solid connection to the project; audience aware of project objectives	Strong connection of ideas to the project goals; audience gains understanding of the project's importance to the community
Engagement refers to the extent to which the video draws the audience to action/involvement with the project's goals	Minimal effort to engage the audience evident	Some effort to engage the audience present; vague or needs improvement	Clear effort to engage audience is present	Audience is effectively presented with the significance of the project and understands the importance of getting ng involved/supporting the project

Display

	Developing	Proficient	Outstanding	Exemplary
Relevance considers how well the display depicts the project	Relationship of content to the project is minimal or unclear	Display demonstrates general connection to the project	Solid connection to the project; multiple aspects of the project presented	Effective presentation of the entire project to display events comprehensively; a wide range of aspects of the project and outcomes are represented
Visual Appeal explores the overall attractiveness of the display that invites interest and engages viewers	Limited eye appeal/organization; contains confusing visuals/descriptions	Display contains minimal information; presentation of materials is disjointed	Display is appealing; provides appropriate information about the project	Display is appealing and eye-catching; audience drawn to project and learns about the objectives and accomplishments without explanation

Interview

	Developing	Proficient	Outstanding	Exemplary
Elaboration assesses the quality and thoroughness of student responses	Responses appear pre-planned and offer minimal insight	Some responses are elaborated, though additional project insight is minimal	Clear explanations of project activities, and their importance in shaping the project	Fully developed, well thought out responses expanding significantly beyond the ideas presented in the written documentation
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	Student interest demonstrated	Significant student interest/engagement demonstrated	High level of student passion, commitment, and project ownership of project evident

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	Conveys basic ideas; lacks detail; is vague or takes leaps in thinking	Clear explanation of ideas; some details provided	Effective communication of ideas; clear and thorough descriptions provided; logical cause-effect thinking demonstrated
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	Conveys basic ideas, lacks detail, is vague or disjointed	Project concept clearly presented; logical flow of discussion/conversation.	Students present the project objectives effectively, transition between ideas/questions well, and convey project importance to audience
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	Conveys basic ideas; lacks detail; is vague or disjointed	Project concept clearly presented; logical presentation of ideas/images	Project objectives effectively established; effective prose accompanies visuals; project accomplishments conveyed
Creativity measures the creative, innovative, and productive thinking evidenced throughout the Supporting Materials	Minimal evidence of creative thinking; ideas represent conventional or commonplace ideas	Some attempt at creative thinking evidenced	Innovative thinking, insightful ideas; some elements go beyond the ordinary	Strong display of inventive, ingenious ideas; unique presentations of the project, the community and/or AoC demonstrated throughout

Overall Project				
Overall				
	Developing	Proficient	Outstanding	Exemplary
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	Evidence of problem solving inconsistent; actions not always connected to established goals	Problem solving strategies evident in multiple stages of the project	Effective use of problem-solving strategies employed throughout project
Teamwork considers the collaborative nature of the project	Limited evidence of cooperative efforts	Some evidence of a few people contributing ideas	Evidence of multiple people incorporating ideas in a collaborative effort	Considerable evidence of integration of many ideas in a cohesive manner across the entire project
Leadership considers active student leadership throughout the project	Students involved, but not in leadership roles	Student leadership is inconsistent; shared with adults or other stakeholders	Active student leadership maintained throughout most of the project	Student leadership is central to the conception, development, and execution of the project; evidenced throughout the project