



EVALUATION GUIDELINES FOR PRESENTATION OF ACTION PLAN

As adopted June 2018

PURPOSE OF EVALUATION

The primary purpose of the Future Problem Solving Program International (FPSPI) evaluation is to provide coaches and participants with feedback that allows them to develop further and improve their problem solving skills. A team's Presentation of Action Plan (PAP) evaluation is an authentic assessment of the team's presentation. Because there is no single "right" answer, FPSPI employs a variety of strategies to review student work using specific rubric-based criteria to evaluate performance. Since PAP also involves competition and competition scoring must be impartial, a secondary purpose of the evaluation is to provide a fair, consistent, and reliable method for comparing teams/individuals in competition.

ATTITUDE

It is essential that evaluators maintain a positive attitude throughout the evaluation process. The central purpose of FPSPI is to assist students in acquiring better thinking, communication, and problem solving skills. Evaluation is always done with this thought in mind. **The better evaluators offer constructive feedback and make students want to improve their problem solving skills.** Regardless of the quality of the student effort, effective feedback praises students for what they did well and encourages them to use their improved skills to tackle the next problem. **Negative feedback may discourage a team and keep them from improving, defeating the purpose of the program.**

It is important for evaluators not to extend their personal expectations and skill level with that of the presentations in an evaluation sample. Evaluators should not confuse the sophistication of the task with that of the students, but consider the age/division of the student and the level of competition (practice or competition) in constructing positive feedback. Once an exceptional presentation is noted, it may be easy to expect the same quality from all presentations. Evaluators should remember the completion of a presentation is, by itself, a major accomplishment. **The ability to consistently provide positive and constructive feedback is the goal to which all evaluators must aspire.**

THANK YOU!

Evaluation is a highly rewarding experience. Evaluators expend considerable mental energy during a day of evaluation; however, they are always re-energized and inspired by the ideas of creative students. The kind and constructive scoring and feedback of evaluators make the FPSPI mission possible. We are extremely proud and humbled by our evaluators, whose knowledge and willingness to pass their expertise on to participants is seemingly limitless. Please take great pride in knowing that your evaluation makes a significant contribution to FPSPI and to the hundreds of thousands of students who participate.

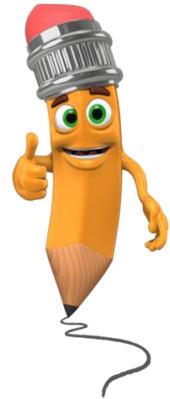
FEEDBACK

Feedback helps students understand the strengths and weaknesses of their Presentation and motivates them to improve their skills. Feedback is ***the most important aspect of the evaluation.*** Feedback enables students to focus their learning process and allows the coach to adapt instruction to meet the needs of the performer.

Using a strategy devised by Edward de Bono (1974) improves the quality of feedback. Edward de Bono suggests that attention be given to the following four areas when responding to students: praise, clarification, criticism, and amplification.

Praise: Evaluator acknowledgments of effort, creativity, and major strengths

- Reinforces positive aspects of performance
- Rewards the team for facing a problem and developing a solution idea through the story
- Reminds the participants, even if the score is not high, they did some things right and encourages them to improve
- Establishes a good working relationship between the evaluator and presenters



Clarification: Evaluator comments asking the presenters to clarify ideas

- Points out areas that may be confusing or unclear and offers suggestions for improvement
- Encourages improvement in the clarity and elaboration of work
- Promotes the development of effective communication skills

Criticism (Ideas for Improvement): Evaluator suggestions for areas needing improvement

- Helps build skills by providing specific, constructive comments
- Gives students examples of ways to use their ideas or presentation skills more effectively
- Encourages teams to learn from their work

Amplification: Evaluator comments that help students expand ideas, push their thinking even further, and improve the quality of presentation

- Points out gaps in information or logic
- Helps improve their presentation style
- Identifies other ideas that might be considered
- Lists positive, constructive ideas for improvement

SCORE SHEET COMPONENTS

Identification – An evaluator completes and/or verifies the identification portion of the score sheet before evaluating.

Scoring – An evaluator uses the descriptors on the score sheet for each criterion to determine the numerical score.

Feedback – An evaluator uses the space provided on the score sheet for feedback.

Penalties – In the event of a penalty being issued, a clear indication of the infraction must be noted.

USE OF THE RUBRIC



It is very important that the rubric is used with each presentation evaluated. To correctly use the rubric, begin with the middle scores and determine if the presentation meets the explanation of that score. If it does, move up to the next highest score on the rubric, read the description, and determine if the performance meets that explanation. (If it does not, go back down and assign the appropriate score.) If the presentation meets the higher descriptor, move to the next higher score and read that explanation. If that descriptor does not fit, assign the lower score. If the highest descriptor fits, you must assign that score. If the middle descriptor does not fit, the process is the same as you move in the opposite direction and keep moving down until the explanation fits your opinion of the Presentation of Action Plan for that criterion. It is also important that you not let any other criterion influence your score for the rubric element on which you are working.

RUBRIC DESCRIPTORS

Relationship to Action Plan

Before each presentation, an Action Plan Summary is read. Presentations should be focused on communicating and developing the ideas generated in their Action Plan. Students will expand on the concepts identified in the Action Plan. Successful presentations remain focused on the Action Plan. This may occur by demonstrating how it will be implemented, obstacles to be overcome, viewpoints of stakeholders, etc.

Creativity of Presentation

Students should pursue new and inventive ways to convey their Action Plans. Audience engagement, appropriate humor, drama, and song can move a presentation beyond the traditional. Utilization of materials and space in unique and unanticipated ways demonstrate student efforts to reinvent the conventional.

Persuasiveness of Presentation

The objective of presentations is to promote a team's Action Plan. They should try to convince the audience that their plan is valid and solves their Underlying Problem. Potential concerns and questions should be addressed to convince the audience effectively. Strengths and weaknesses of the Action Plan and the relationship to the Future Scene should be approached in a way that supports the student argument that their Action Plan is the best course of action.



Completeness of Presentation

Students may only have a few hours to prepare their presentation. However, it should have a flow, and present a logical sequence of events. Different "scenes" should have a clear relationship to one another. Students should present information in a logical, interesting sequence that the audience can follow.

Incorporation of Props

A range of materials is permitted to create props and costumes to enhance the presentation. The inclusion of a variety of items in new and original ways supports the students' efforts to promote their Action Plan. Effective props are creative, clear, easy to understand, and consistently enhance the presentation.

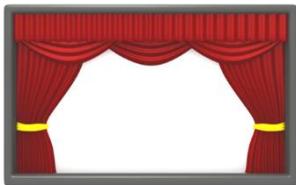
Verbal Communication of Ideas

Outstanding ideas require effective communication. Loud, clear, and expressive voices transform words into connections. Conveying meaning and emotion to the audience brings the Action Plan into the present. Maintaining a strong positive feeling throughout the entire presentation engages the audience. All teams members use a clear voice and appropriate elocution so that all audience members can hear the presentation. Inflection is used to emphasize key points and create interest.

Nonverbal Communication of Ideas*

Presentations hold the attention of the audience with movements and gestures that convey the objectives of the presentation. Students maintain eye contact with the audience. Movements are fluid and help the audience visualize. Successful teams display self-confidence in themselves and their proposals.

*Note: Students are permitted to conduct a non-verbal presentation. In this event evaluators double the non-verbal communication score and do not score the verbal communication section.



Staging

Effective utilization of the stage area effectively helps to engage the audience. Moving around the stage area with purpose supports the emotions, actions, and themes of the presentation. Making good use of the space brings theatrical dynamics into the presentation.

Involvement of Participants

Every member of the team needs to be an equal participant in the presentation. The team should run a well-coordinated presentation that indicates that each student has a clear understanding of their role. Though there may be a lead actor, there should be substantial roles from supporting members.

Preparation

Successfully presenting an Action Plan requires collaboration and organization in advance of taking the stage. Every team member should demonstrate a clear grasp of what is coming next in the presentation and respond effortlessly to one another's words and actions. Memorization of lines and coordination of movements strengthen the presentation's message.

RULES and PENALTIES

1. **Penalties:** The awarding of all penalties should be discussed within the evaluation team, and all score sheets for that Presentation should reflect consistency in the penalty area.
2. **Required:** All GIPS teams (with the exception of MAGIC) are required to participate in the Presentation of Action Plans. Failure of a team to present will result in their GIPS booklet being ineligible for awards.
3. **Participants:** The presentation team should include all members of the GIPS competition team, but up to seven participants may participate in the team presentation. The seven participants may include competitors from Scenario Writing, Scenario Performance, Multi-Affiliate Global Issues Competition, GIPS Individual Competition, or CmPS members, from the same or lower division, even if from another school or Affiliate Program.



4. **Time Limit:** Presentations should not exceed four minutes. Penalties will be assessed for exceeding the time limit by 15 seconds and 30 seconds. A member of the Evaluation Team will serve as timekeeper and signal students when only 30 seconds remain by raising a colored card or other pre-determined signals.



Penalty

- Exceeding the time limit by more than 15 seconds, but less than 30 seconds will result in a 5-point penalty.
- Exceeding the time limit by more than 30 seconds will result in a 10-point penalty.

5. **Identifying Information:** No reference to a team’s hometown, school, state, or country should be made in the presentation.
6. **Stage Area:** Performance spaces can vary a great deal from room to room. The “stage area,” for use in student presentations should encompass all parts of the room except the permanent audience seating and evaluator areas. The “stage area” may include the aisles and rear of the room, but participants may not enter or exit the room as part of their presentation. For presentations, the “stage area” will be identified and communicated to the students by each room’s Evaluation Team before the competition begins.

7. **Resource List:** All props and costumes must be fashioned exclusively from the Resource List and Mandatory Props.

- 1 magazine
- 1 set of 8 water-soluble markers
- 1 roll of tape
- 1 roll of paper towels
- pens / pencils
- 1 box of aluminum foil (any part thereof)
- 12 pipe cleaners
- 1 plastic garbage bag (any variety)
- 10 sheets of colored 8 1/2 x 11-inch paper (A4)



A pair of scissors, 1 stapler, and a box of staples may be used for the creation of props, but for safety reasons, cannot be used as props during the presentation.

Four chairs will be provided for the participants, but their use is not required.

Any and all props and costumes must be fashioned from this list of resources, but teams are not required to use all materials on the list. Theatrical makeup is not an acceptable prop. Street clothes, for purposes of FPSPI presentations, are defined as those clothes ordinarily worn on the street by a person that are appropriate to the climate at the time of the competition. A team using other resources will be penalized 5 points for each prop or costume not listed. Anything not on the list that is used for a special effect during the presentation, including establishing a “character” will lead to penalties. It is safer to avoid these items. A student’s eyeglasses, or crutches being used for their designed purposes, and not to enhance the presentation will not incur a penalty.

Penalty

- Resources beyond those on the list will incur a 5-point penalty for each infraction.
- If a penalty is assessed, evaluators must indicate each instance of this on all score sheets. All penalties must include the justification for that penalty in the comments section at the bottom of the page. All evaluators’ score sheets for a presentation must be consistent in the application of penalties.

8. **Mandatory Props and Quote:** Two mandatory physical props and one quote must be incorporated into the presentation. A deduction will be made for failure to correctly state the quote and/or failure to use the mandatory props during the presentation. A deduction will also be made if props are used inappropriately to the presentation, age group, etc. or used dangerously or offensively.

Penalty

- Omission of the quote will result in a 5-point penalty.
- Omission or inappropriate use of the props are subject to a 5-point penalty for each infraction.

9. **Action Plan Summary Sheet:** Prior to arriving at assigned Presentation rooms, teams will have received a *Presentation of Action Plan Introduction Sheet* on which to rewrite the team's Underlying Problem and summarize the Action Plan. This must be submitted at the time of their presentation. Either the emcee or a student will read the Underlying Problem (UP) and a summary of the Action Plan from the *Introduction Sheet* before the team begins the presentation. The UP and summary are not a part of the 4-minute time limit.

Penalty

- Missing Information Sheets are subject to a 5-point penalty.



10. **Arrival for PAP Competition:** It is extremely important for teams to arrive on time for their presentations, preferably at least 10 minutes prior to the start of their session. Teams not present for roll call may be penalized 10 points. The coach of a late team must present their excuse to the room evaluators who will determine if the excuse is valid. Excused late arrivals are at the discretion of the Evaluation Team and are intended to accommodate CmPS interview conflicts or other IC participatory conflicts. Being lost or unprepared to present are not acceptable excuses. A fair playing field is advantageous to all participants. Once roll call is taken, all teams should remain in the room until dismissed by the Evaluation Team following the announcement of teams advancing to Final Round. (Coaches of more than 1 team may go between presentation rooms support their teams, while the students and their chaperones remain in their assigned rooms.)

Penalty

- Teams arriving after roll call must present their excuse to the Evaluation Team.
- Unexcused lateness will result in a 10-point penalty.

11. **Order of Presentations:** The order of presentations is not determined in advance. The order of presentations is determined by a random drawing of the team code numbers by the emcee.



12. **Adult Interaction:** Just as GIPS booklets are to be totally of student creation, without outside assistance, so too are Presentations of Action Plans. Coaches and other adults associated with the team should not interact with the team once the team moves to the ready seats.

Penalty

- Adult involvement during the presentation will result in a 20-point penalty.

13. **Language/Actions:** In accordance with our goal to “promote positive futures,” we encourage our students to produce presentations that promote their Action Plan and are entertaining,

creative, and suitable for all audiences. Use of language or actions that are likely to offend others due to religious beliefs, cultural differences, physical or mental limitations, sexual orientation, and so on, are not appropriate and these presentations will not be permitted to be performed at the Awards Ceremony. Evaluators may deduct up to 20 points for words or actions deemed offensive. Participants should aim for a presentation that is rated “G” (for all audiences!), what one audience member views as offensive may vary greatly from another audience member.



Questionable content or innuendo should be addressed on a case-by-case basis and in the agreement of the Evaluation Team. The Evaluation Team should report inappropriate presentations to the Executive Director, who will confer with the BOT President.

Penalty

- Use of inappropriate language or actions used once - 5 points
- Inappropriate language or actions used more than once - 10 points
- Inappropriate use of language or actions is the core of the presentation - 15-20 points
- Potentially offensive for diverse audiences 20 points

FINAL ROUND PROCEDURES

1. **PAP Finals:** The same guidelines apply to the Final Round presentation, and the same resources may be used. Final Round presentations are intended to be an encore performance of the original performance. Changes to props may be made – discard them, improve them, re-make them. In the event of unplanned absences, any changes to the student participants – drops, substitutions or otherwise – must be reported to the Final Round Evaluation Team prior to roll call. Teams may improve their original presentation, but it should remain true to the original presentation.



2. **Advancing Teams:** After all teams in a room have completed their presentations, the room’s Evaluation Team will determine the teams advancing to Finals, based on the top-scores. The two top-scoring teams from each room will advance to Final Round presentations for the entire division. The advancing teams will be asked to complete a *Student Information for Final Round* sheet before leaving the area.

When completing the Final Round Information Sheet, prior to departing the First Round room, teams must identify which students will be performing in the Finals. All advancing teams planning substitutions must report the substitutions on the *Student Information for Final Round* sheet.

If a student is unable to participate in the Final Round presentation, their team may:

- plan their original presentation so that it can be done with one less member during Finals
- have an “understudy” from the same division (or lower) ready for Finals
- give up their chance to participate in Finals