

EVALUATION GUIDELINES FOR COMMUNITY PROBLEM SOLVING As adopted in June 2020



PURPOSE OF EVALUATION

The primary purpose of Community Problem Solving (CmPS) evaluation is to provide coaches and students with feedback that allows them to develop and improve their problem solving skills. Community Problem Solving is performance-based, and evaluation is an authentic assessment of the team's/individual's project. Because there is no single "right" answer, FPSPI employs a variety of strategies to review student work, using specific criteria to evaluate performance in each step of the process. Skill improvement remains the most important aspect of evaluation; however, since CmPS also involves competition and scoring must be impartial, a secondary purpose of the evaluation is to provide a fair, consistent, and reliable method for comparing teams/individuals in the Community Problem Solving competition.

ATTITUDE

It is essential that evaluators maintain a positive attitude throughout the evaluation process. The central purpose of the FPSPI is to assist students in acquiring better thinking, communication, and problem solving skills. Evaluation is always completed with this thought in mind. **Evaluators offer constructive feedback and encourage students to strive 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 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 levels into that of the projects represented 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 participants and the stage of the competition in constructing positive feedback. Once an exceptional project is noted, it may be easy to expect the same quality from all projects. Evaluators should remember the completion of a CmPS project is, by itself, a major accomplishment – possibly more demanding than anything else the students have completed as part of their educational experience. Students' work will delight, frustrate, and eventually reward the demanding task of the evaluator.

The ability to provide positive and constructive feedback consistently is the goal to which all evaluators must aspire.

SUBJECTIVITY AND ANONYMITY IN CMPS EVALUATION

CmPS evaluators are trained to be as objective as possible and to judge all projects impartially. A person's background and/or life experience may cause him or her to identify more positively with one project over another. One project may have hit on a favorite cause of a particular evaluator or, perhaps, the students may have chosen to promote something the evaluator finds distasteful. Evaluators must remove any bias about a topic or project in order to evaluate the projects fairly.

While each project is assigned a unique code number, there is no way to keep the projects anonymous. The school name, the geographic area, and the student name(s) may appear throughout project materials.

- **Evaluations remain confidential.**
- **Evaluators should not discuss any aspect of a project's evaluation with anyone other than the paired evaluator or evaluation coordinator.**

FEEDBACK

Feedback helps students understand the strengths and weaknesses of their project and motivates them to improve their skills. Feedback is ***the most important aspect of the evaluation*** and is given for each section of the CmPS project. Feedback enables students to focus their learning process and allows the coach to adapt problem solving instruction to meet the needs of the students. Comments, both general in nature and specific to a single response, are written on the score sheet.

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 about their problem-solving: praise, clarification, criticism, and amplification.

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

- Reinforces positive aspects of performance
- Rewards the students for facing a problem and developing a solution idea
- Reminds the team/individual, 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 problem solvers

Clarification: Evaluator comments asking students to clarify ideas

- Points out statements that may be confusing or unclear and offers suggestions for improvement
- Encourages students to improve the clarity and elaboration of their work
- Promotes the development of effective communication skills

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

- Helps teams/individuals build their skills with specific, constructive comments
- Gives teams/individuals examples of ways to use their ideas, research, or the problem solving process more effectively
- Encourages teams/individuals to learn from their work to become better problem solvers

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

- Points out gaps in information or logic
- Helps improve planning for a project
- Identifies other ideas that might be considered
- Prompts students to consider the possible consequences of their ideas

TYPES OF EVALUATION CRITERIA

CmPS evaluation criteria measure student skills in the following three categories:

- **Content:** These criteria measure the *quality of the content* in students' work. Content-oriented criteria evaluate the *merit of the ideas*.
- **Structure:** These criteria assess how effectively students fit their work into a prescribed format, measuring a student's mechanics in completing their project.
- **Process:** These criteria judge how well the students use the problem solving process.

USE OF THE PROBLEM SOLVING PROCESS

Students should use the problem solving process in a flexible manner as they work to overcome obstacles, justify their decisions, and implement a Plan of Action. The use of the FPS model does not simply end with the description of the project.

TERMS, DEFINITIONS, & DESCRIPTIONS

Community Problem Solving (CmPS) – *The FPSPI component in which teams and individuals apply their problem-solving skills to solve a real challenge in an identified community*

A community challenge is a real world, authentic concern that exists within the school, local community, region, state, nation, or world. The actual implementation of the Plan of Action is included in this component.

Single-Year CmPS Project – *A CmPS project that is identified, solved, and submitted for competition within one school year*

Multi-Year CmPS Project – *A CmPS project that takes more than one year to complete*

Duplicate Project – *A project that is nearly identical (report, activities, timelines, and/or details, etc.) to a previously submitted/evaluated project or that shows only minor changes from a previous project (changing the focus of the project from one area to another) A duplicate project is considered a violation of the philosophy of CmPS and shall not be in contention for an award at the Affiliate or International level. An evaluator that thinks they recognize a duplicate project should report this immediately to the CmPS Coordinator. At the International conference, penalties may be assessed at the discretion of the Executive Director.*

Evolving Project – *A CmPS project previously presented and evaluated at Affiliate and/or International level(s).*

1. Include the "Preface for Evolving Projects" with the written report.
2. Include a timeline in the Action Plan for both years of the project that CLEARLY delineates the accomplishments of the first year and those of the evolving year.
3. Modify the Area of Concern to reflect the transition from the previous project to the new one.
4. Revise the Underlying Problem and Action Plan to relate to revised Area of Concern and to reflect improvements suggested by evaluators.
5. Demonstrate use of the six-step problem solving process by adding to and/or revising previously submitted Challenges and Solution Ideas so that they tie directly to the new Area of Concern and Underlying Problem and re-analyze Solution Ideas for the best Plan of Action.
6. Revise any other part of the Proposal or Report to reflect new team dynamics, organization, utilization of resources, and reflections that may have changed throughout the year.

Refer to a copy of the score sheets while reviewing the **Evaluation Guidelines**.

SCORE SHEET

Identification – An evaluator fills in the identification portion at the top of the score sheet before evaluating.

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

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

General Guidelines For Evaluators: To get an idea of the quality of assigned projects, you should read through all the projects within your set before you begin actual scoring. While reading the projects, form a preliminary opinion in your mind as to the rank order of the projects. After an overview of the assigned projects, you can then begin to focus on the scoring criteria. After actual scoring, your opinion and rank order may change; the preliminary reading however will help set the range of quality in which you will be working and may ultimately save you time redoing scores or breaking ties. During the preliminary reading, you might also make notes regarding appropriate comments/feedback. Each section of the project (Proposal, Report, and Supporting Materials) should be scored independently.

It is important for CmPS evaluators to remember students devote considerably time and energy into their projects, and they often focus their efforts on issues that are very personal to them. As such, special care should be taken with all student interaction – written and oral. You should use constructive criticism sandwiched with praise for the student’s efforts.

Evaluators should be familiar with the CmPS Evaluation Score Sheets. There are three portions of the score sheet – one for each section of the project materials. The Proposal score sheet, the Report score sheet and the On-Site/Overall score sheet when combined make a complete score sheet evaluating the entirety of the project. The evaluation criteria in each section contain four different descriptors. Within each criterion the required information is provided.

USE OF THE RUBRIC

It is very important that you use the rubric with each project you evaluate. To correctly use the rubric, begin with the middle scores and determine if the project meets the explanation of that score. If it does, move up to the next highest score on the rubric, read that description, and determine if the project meets that explanation. (If it does not, go back down and assign the appropriate score.) If the project 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 project for that criterion. It is also important that you not let other criteria influence your score for the criterion on which you are working.

PROJECT PROPOSAL

The Project Proposal should provide a comprehensive depiction of the use of the problem solving process in the inception of the CmPS project. The Proposal serves to establish the project vision, define the project goals, specify deadlines, and demonstrate the use of the problem solving process in the development of the project. The Proposal functions for students as their planning/guiding document. It captures a snapshot in time of the original analysis of the Area of Concern and the students' anticipated actions. As the problem solving process is employed within a project, it is natural that the project itself will develop and evolve. The Proposal establishes the original goals and framework for the project. This sets students up for success by having them develop a plan before taking action. It is important for evaluators to see this snapshot as it allows for greater understanding of the students' application of the problem solving process. There is no need for the Proposal to be re-written or modified once it is created. (The actions, adaptations, adjustments, and evolution of the project are captured in the Project Report and Supporting Materials.)

A. Area of Concern (AoC) (30 points)

Objective: To clearly and thoroughly explain the problem situation to be addressed.

Content: The Area of Concern should include an explanation of the significance of the issue to the students and the community in general. Inclusion of the current conditions of the situation provide a setting for the project's importance within the community. Factual data/research demonstrates an analysis of the community situation and may include such components as conditions that exist within the community, population, geographical features or other information that provides a setting for the project within the community. The Area of Concern should be written so that the existing situation is easily understood. This analysis enables students to conduct an evaluation of the effects of the Action Plan in an efficient manner.

Structure: A well-written Area of Concern

1. Describes the existing community.
2. Delineates the existing problems of the community.
3. Incorporates factual data demonstrating a research-based analysis of the current community situation.

Scoring:

Significance (1-10)

Refers to the community's need for the project. The importance of the project is established.

Completeness (1-10)

Refers to the student's ability to present a comprehensive picture of the Area of Concern.

Investigation (1-10)

Considers the extent to which students have examined the situation and researched relevant issues, trends, previous actions, etc. in order to effectively understand the current situation

B. Challenges Identified (20 points)

Objective: To identify a variety of the community's challenges related to the Area of Concern.

Content: A Challenge is an issue, concern, or problem that needs attention or consideration (points of importance). Students should clearly describe the challenges generated from an analysis of the Area of Concern. Challenges should demonstrate flexible and insightful thinking by examining the Area of Concern from a variety of perspectives indicating a thorough examination of the community's situation. Challenges may be presented in paragraph or linear form (bulleted), and no specific number of Challenges is required. Concerns causing the situation, as well as those resulting from the situation, should be presented.

Structure: Well-written Challenges:

1. Demonstrate what the Challenge is.
2. Explain why it is a Challenge.
3. Present how it connects with the Area of Concern.

Note: Challenges are NOT those experienced by the team, but are only those that are generated from an examination of the Area of Concern.

Scoring:

Flexibility (1-10)

Refers to the scope of the Challenges identified from different viewpoints through their research and investigation of the Area of Concern.

Insight (1-10)

Refers to how aware/considerate the students were to the problems of those directly involved.

C. Underlying Problem (UP) (35 points)

Objective: To identify and state an important part(s) of the Area of Concern to address.

Content: The Underlying Problem should show a relevant, direct connection to the Area of Concern and consider a major issue(s) derived from the challenges. An Underlying Problem identifies an action goal based on an analysis of the Area of Concern. It should be an outgrowth of the Challenges and concerns listed. An excellent Underlying Problem demonstrates a narrowing of the Area of Concern to an achievable size and addresses a significant aspect of the Area of Concern. The UP should clearly communicate the desired outcome of and need for the project.

Structure: A well-structured UP

1. Provides a concise rationale for pursuing the selected goal (Condition Phrase).
2. Has a well-defined primary action goal addressing an aspect of the Area of Concern (Key Verb Phrase – or KVP).
3. Includes justification for accomplishing the goal, the desired result that should flow from accomplishing the action goal (Purpose).

Scoring:

Focus (1-15)

Considers the scope of the Underlying Problem in terms of the Area of Concern.

Adequacy (1-15)

Examines the significance of the Underlying Problem and its anticipated effect on the Area of Concern.

Structure (0-5)

Refers to the structure of the Underlying Problem.

Condition Phrase (0 or 1 point)

A lead-in fact or logical extension of the Area of Concern that is the basis for the issue chosen for the Key Verb Phrase.

Key Verb Phrase (0, 1, or 2 points)

An action verb or phrase that indicates the primary action goal that addresses an issue from the Area of Concern.

Purpose (0, 1, or 2 points)

A reason, optimal direction, or desired outcome from accomplishing the Key Verb Phrase. Only the absence of an element warrants a score of zero.

D. Solution Ideas (20 points)

Objective: To identify varied and unique solution ideas addressing the Underlying Problem.

Content: Solution ideas demonstrate a variety of ways in which the Area of Concern can be improved by responding to the goals established in the Underlying Problem. Solution Ideas should be clearly explained and directly related to the Underlying Problem. Solutions should reflect the research the students completed, and demonstrate flexible and insightful thinking. Solutions may be written in paragraph or linear (bulleted) form. No specific number of Solution Ideas is required to achieve a maximum score.

Structure: Relevant solution ideas should address the Key Verb Phrase and support the Purpose of the Underlying Problem.

Scoring:

Relevance to the Underlying Problem (1-10)

Considers how effectively solution ideas address the Key Verb Phrase and support the Purpose.

Flexibility (1-10)

Refers to the diversity of solution ideas, identifying a range of ways to accomplish the goals of the Underlying Problem.

E. Determination of Action Plan (20 points)

Objective: to identify the most promising solution idea(s) to be the basis of the Action Plan.

Content: The determination of the most promising solution(s) to serve as the basis of the Action Plan should be conducted in a deliberate manner. Students must employ a method, technique, or “thinking tool” of their choice to analyze solution ideas. Determining the solution idea that will be developed into the Action Plan should be a reasoned and deliberate decision so that it effectively responds to the Underlying Problem and provides the project with the greatest likelihood of success when implemented. Appropriate thinking tools might include, but are not limited to, use of an evaluation matrix, a pro/con list, ALoU, criteria, or other documented decision-making strategies.

Structure: Evidence of effective application of the method/tool and the thought process employed should be provided.

Scoring:

Application (1-10)

Refers to the appropriateness of the technique employed for determining the best solution(s).

Analysis (1-10)

Considers the extent to which solution ideas were examined/compared to determine the best solution(s) for the identified Underlying Problem.

F. Action Plan (30 points)

Objective: to explain what the project intends to accomplish, and proposed chronology of actions.

Content: The Action Plan is a plan for solving the Underlying Problem. The students should thoroughly communicate the plan they intend to implement, including what they expect to accomplish, the impact the Action Plan will hopefully have on the Area of Concern, and how/when the students expect to carry out the plan. Many different facets of their solution may be explored and should show a complete plan and strategies for implementation. Descriptions of tasks, details on how the intended solution will operate, and how the plan addresses the UP are often included.

Structure: A well-written Action Plan should be written in the future tense and thoroughly communicate the efforts students intend to implement and consider aspects of the project such as:

- What the project expects to accomplish
- The impact the Action Plan will have on the Area of Concern
- Strategies for implementation
- Description of tasks
- Details on how the intended solution will operate
- Addresses how the Action Plan addresses the Underlying Problem
- Deadlines, activities, presentations, anticipated achievements, etc.

Scoring:

Elaboration (1-15)

Measures the extent to which a complete strategy for implementing the Action Plan is described. Ideas are elaborated to explain who, how, when, where, and why activities are to be carried out.

Proposed Activities (1-15)

Identifies major goals and deadlines with suitable timeframes.

G. Proposal – Overall (45 points)

Objective: to demonstrate effective communication skills, ownership, and creative thinking throughout the Proposal.

Content: The ideas, communication, interactions, and thinking presented throughout the Proposal are considered.

Clarity (1-15)

Measures the ability of the students to present their ideas and efforts, and the needs of the community, in a clear and logical manner. Challenges, goals, and planned actions are effectively presented and communicated.

Ownership (1-15)

Examines the extent to which the project is student-driven. Demonstrates student initiative in the development and execution of the student vision. Shows that students maintained active ownership throughout the project development.

Creativity (1-15)

Measures the creative, productive thinking in evidence throughout the Proposal. The use of innovative or unconventional thinking and ideas indicating fresh insights and perceptions demonstrate creative thinking. Skillful use of the problem solving process is an indicator of creative thinking.

PROJECT REPORT

Objective: to explain the efforts made, obstacles encountered, and accomplishments achieved throughout the implementation of the Action Plan.

Content: This section reflects the actual work accomplished by the students to date and the progress made to fulfill the goals established in the Underlying Problem. Emphasis should be placed on the explanation of the Action Plan – its role in the community, project accomplishments, hurdles encountered, lessons learned, adjustments to the original plan etc. This may include, but is not limited to:

- Presentations made
- Community outreach
- Materials collected/distributed
- Obtaining permits
- Low attendance at events
- Changes of laws/ordinances
- Honors received
- Events hosted
- Securing venues
- Cancellation of planned activities

Students should demonstrate the breadth of the project and the range of activities pursued to address the Area of Concern and the goals identified in their Underlying Problem. Students should incorporate information that reflects the impact of the project, the community support and involvement in the undertakings, and events and projects carried out by the students.

Structure: An effective Report may combine prose, lists, diagrams, or other descriptive elements to effectively communicate the implementation of the project. Reports may be developed in the format of the student's selection. The Report will be read and the following items (H-Q) will be scored.

Scoring:

H. Relevance (1-20 points)

Considers how well the implemented Action Plan relates to the UP. The project considers how well the project achievements actually impacted the Area of Concern identified in the Underlying Problem. If the Underlying Problem or Action Plan was modified from the one presented in the Proposal, the change and its justification should be included.

I. Organization (1-15 points)

Tasks and responsibilities are clearly delineated, effectively organized, and implemented. Students demonstrate effective management and coordination among stakeholders (students and community).

J. Resources (1-15 points)

Refers to identification and utilization of resources in the implementation of the Action Plan. Resources may include agencies, organizations, experts, community leaders, references, and more.

K. Community Impact (1-20 points)

Considers the positive effects the Action Plan has on community stakeholders.

L. Community Involvement (1-15 points)

Refers to how well outreach into the affected community and beyond was demonstrated. Students should demonstrate that relationships were cultivated with the community to fulfill the objectives of the project and meet the needs of the community.

M. Effectiveness of Action Plan (1-15 points)

Measures the effectiveness of the activities undertaken to accomplish the objectives explored in the Area of Concern and the objectives of the Underlying Problem. Analyzes how well the project achievements actually impacted the Area of Concern and overcame the challenge area identified in the Underlying Problem.

N. Adaptation of Plan (1-15 points)

Refers to the effective utilization of problem solving skills to adapt the proposed Action Plan to unforeseen circumstances so that the project may proceed toward fulfilling its objectives. While goals and procedures were clearly established, they remain flexible and fluid to adapt to the project as needed. Changing/reworking the project as more knowledge and experience is acquired is considered part of the problem solving process.

O. Sustainability of Project Impact (1-20 points)

Refers to the continuation of a project's impact even after students' direct involvement has concluded.

P. Reflection/Assessment (1-20 points)

Students should demonstrate a thoughtful and thorough analysis of the outcomes of their project. They should objectively assess and reflect on the accomplishments, indicating an understanding of achievements and areas of growth, victories, and difficulties, and how effectively they addressed the Area of Concern and pursued the goals of their Underlying Problem.

Q. Report - Overall (45 points)

The ideas, communication, interactions, and thinking presented throughout the Report are considered. Students should demonstrate the use of effective communication, interpersonal skills, and incorporation of creative thinking throughout the Report.

Clarity (1-15)

Measures the ability of the students to present their ideas, efforts, and actions, in a clear and logical manner. Goals, actions implemented, accomplishments, and obstacles encountered are effectively presented and connected to the project.

Ownership (1-15)

Examines the extent to which the project is student-driven. Demonstrates student initiative in the project implementation and execution of the student vision. Students maintained active ownership throughout the project.

Creativity (1-15)

Measures the creative, productive thinking in evidence throughout the Report. The use of innovative or unconventional thinking and ideas indicating fresh insights and perceptions demonstrate creative thinking. Skillful use of the problem solving process is an indicator of creative thinking.

SUPPORTING MATERIALS

The Supporting Materials provide the opportunity for students to present evidence of their actions beyond the textual description included in the Proposal and Report. The Portfolio, Display, Promotional Video, and Interview offer additional avenues by which students can depict the efforts of their project and the impact it has had on the community. Each element of the Supporting Materials may be updated until competition dates. Each element serves a different role in documenting, presenting, and promoting the project, but should have the emphasis placed on the content of the project and student efforts, not on the production quality.

Each element of the supporting documentation should add to the presentation of the project and build on the Proposal and Report, rather than duplicating information already presented.

R. Portfolio (30 points)

Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital archives and student-created websites. Portfolios can be a physical collection of project related materials that includes evidence of progress and accomplishment, including meeting agendas, items distributed to the community, honors, certifications, and written correspondence. Portfolios may be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created multimedia presentations, spreadsheets, websites, photographs, or other digital artifacts of the project.

Students should be mindful of both travel limitations and evaluation time restrictions when preparing their Portfolio. Students are encouraged to be thoughtful in their development and organization of the Portfolio so that the items they view as most significant to their project are highlighted. Students should focus on including the essential documentation of student efforts and project activities as support for their Proposal and Report.

Objective: to serve as documentation of the project to represent activities, decisions, community interactions, recognition, research, etc. The Portfolio should chronicle student efforts and verify the claims made in the Report. Materials included in the Portfolio provide visual evidence of the actions and accomplishments described in the Report and should present a complete picture of the project. The Portfolio provides an in-depth look at the work and may be used throughout the evaluation as a source to verify assertions made in the Proposal and/or Report.

Content: The Portfolio should contain a variety of elements depicting student efforts, strategies employed to arrive at decisions during their use of the problem solving process and information presented in a logical manner. The Portfolio portrays a complete picture of the project. Items to include in the Portfolio may include, but are not limited to:

- Planning documents
- Meeting agendas
- Community feedback
- Surveys
- Examples of “thinking tools” used in problem solving process
- Correspondence with community, vendors, stakeholders, etc.
- Event programs/brochures
- Interview forms
- Media coverage
- Photo of events

For the International Conference all projects are encouraged to include one page (front and back) at the beginning of their Portfolio that recounts “Updates” since the Proposal and Report were submitted.

Structure: The Portfolio may be presented in any format, so long as it meets the following guidelines:

- Be accessible offline
- Be entirely of the student(s)’s creation
- Not to exceed 20 double-sided or 40 single-sided pages/slides
 - not including one page “Updates”
 - standard size paper (Letter or A4)

Scoring:

Documentation (1-15)

Considers the extent to which students effectively document the development and implementation of the project from the inception to the present. Evidence is provided to support the assertions and descriptions included in the Proposal and Report.

Elaboration (1-15)

Measures the extent to which a complete presentation of the project is made. Activities and actions are presented in an elaborate manner to explain who, how, when, where, and why activities were implemented. The Portfolio creates a comprehensive picture of the entire project.

S. Promotional Video (30 points)

Objective: to promote the project, highlighting accomplishments, documenting actions, and exhibiting engagement and excitement about the project.

Content: Students are encouraged to develop creative presentations that promote their project and its goals. It might serve as a call to action, highlight the accomplishments achieved, recruit participants, educate interested parties, etc. Authenticity and content should take priority over production quality.

Structure: Videos must be no longer than 3 minutes in length. The completed Promotional Video should be submitted on a flash drive or other approved digital format. The video becomes the property of FPSPI upon submission for the International Conference. The promotional video style is at the discretion of the students. Video formats/styles may include, but are not limited to:

- Demos
- Educational
- Event
- Explainers
- Vlogs
- Interviews
- Testimonials
- Public Service Announcement

Scoring:

Relevance (1-15)

Considers how well the Promotional Video connects to the intent of the project; examines how effectively ideas presented promote the project.

Engagement (1-15)

Refers to the extent to which the Promotional Video draws the audience to action/involvement with the project goals.

T. Display (30 points)

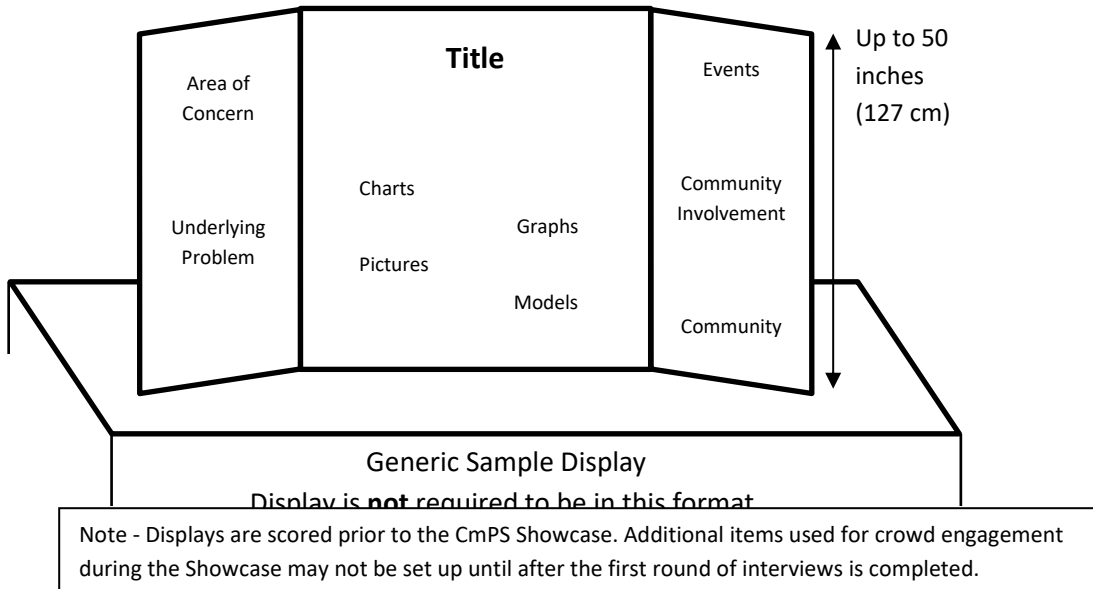
Objective: to describe the project to the audience (evaluators and subsequently the community more generally). The Display should capture the audience's attention and communicate the project goals and accomplishments. The Display should not need student commentary to present the project.

Content: The display should capture the audience's attention and communicate the project and outcomes. Valuable, fragile, or otherwise unnecessary props should not be included. The student's job in preparing the Display is to present the project's objectives and accomplishments as effectively as possible. A great project may escape attention if key elements are not presented or are lost among extraneous items. Remember, during preliminary review, displays may be reviewed without students present.

Structure: Each project is provided with a standard tri-fold display board that must serve as the basis of their display. Students are encouraged to organize and portray the project on the tabletop creatively and effectively.

Project setup must be completed on-site during designated times. All provided boards will be a standard size – typically 36”H X 48” W (1.2 m x 91.4 cm). Creatively enhancing, adapting, and modifying the provided display board is encouraged. The height of the display from the tabletop may not exceed 50

inches (127cm). Students may incorporate additional items into their display beyond the provided display board. An undecorated tablecloth/table skirt may be used. This may be a way to hide/store project set up materials. Items visible below or beside the table and/or above the 50-inch (127 cm) limit are not permitted. Students will be asked to remove items that are beyond the designated tabletop space allotment by the conclusion of the designated setup timeframe. This includes items visible below the table, sitting on the floor, or exceeding the height limit.



Scoring:

Relevance (1-15)

Considers how well the Display depicts the project; examines how effectively the Display promotes understanding the project.

Visual Appeal (1-15)

Explores the overall attractiveness of the display that invites interest and engages viewers.

U. Interview (40 points)

Objective: Students participate in an interview to explain the project and update evaluators on recent accomplishments and/or project changes.

Content: Evaluators ask questions about the project, such as how the students chose the focus of the project, the support received, problems encountered, the reaction of the community, accomplishments, long-range plans, etc. The Interview should be an extemporaneous interaction between the evaluators and the students. It does not include a prepared presentation.

Structure: Interviews will be 15 minutes in length for Individual projects and 30 minutes in length for Team projects. Evaluators will already be familiar with the project having read the previously submitted materials. Questions will vary but will explore themes such as:

- ★ The step in the problem solving process that was most important to the project
- Reason/selection of the Area of Concern, choice of solution ideas
- Obstacles encountered and how they were addressed
- Unexpected occurrences
- Relationships/interactions with the community
- Lessons learned
- Roles and responsibilities
- Most rewarding/disappointing moment

Scoring:

Elaboration – (1-20)

Assesses the quality and thoroughness of student responses to the interview questions, demonstrating high quality and thorough student responses. Student responses provide additional project insight.

Student Engagement (1-20)

Considers the extent to which students demonstrate their ownership of the project. Analyzes the extent to which the project revolves around student-centered engagement, and their commitment to the project as they took risks and persevered through productive struggle.

V. Supporting Materials – Overall (60 points)

Objective: Examine the range of skills demonstrated throughout the Supporting Materials.

Content: The ideas, communication, interactions, and thinking presented throughout the Supporting Materials are considered. The overall efforts of the students and the impressions they create are considered.

Structure: The Supporting Materials as well as student comportment throughout the time at the International Conference are considered – this includes project setup, the interview, and the CmPS Showcase.

Written Communication (1-15)

Measures the ability of the students to present their ideas and efforts, and the needs of the community, in a clear and logical manner through their written work. Challenges, goals, and actions implemented are effectively presented and connected to the project as a whole. This includes descriptions, headers, explanations, etc. included in the Portfolio, Promotional Video, and Display, as applicable.

Spoken Communication (1-15)

Considers the students' ability to communicate effectively the importance of their project, their interactions with the community, etc. using spoken language and/or discussion of the project. This includes the Promotional Video, the Interview, and public interactions (i.e. CmPS Showcase) as applicable.

Visual Clarity (1-15)

Measures the ability of the students to present their concept, and the importance of their project, in a clear and effective manner with text, graphics, and other visual elements such as those included in the Portfolio, Promotional Video, and Display.

Creativity (1-15)

Measures the creative, productive thinking in evidence throughout the project. The use of innovative or unconventional thinking and ideas indicating fresh insights and perceptions demonstrate creative thinking. Skillful use of the problem solving process is an indicator of creative thinking.

W. Project – Overall

Objective: Examine the project as a whole – Proposal, Report, and Supporting Materials - for key attributes.

Problem Solving Process (1-20)

Considers the application of the problem solving process throughout the development and implementation of the project. This can be represented by, but not limited to; the use of appropriate creative problem solving tools, consistent focus on identified goals, refinement of strategies, and plan adaptation in response to obstacles.

Teamwork (1-20)

Considers the collaborative nature of the project. This applies to both Team and Individual projects. Beyond the teamwork skills demonstrated between team members, evaluators will also consider the manner in which the students involved community members and stakeholders to make the project a “community collaboration”.

Leadership (1-20)

Considers active student leadership throughout the project development, organization, outreach, and implementation. Demonstrates student leadership throughout the project in the development and execution of the student vision.

GRAND CHAMPION

At the International Conference, a Grand Champion for each division is determined using the Project Attributes listed below by comparing the top scoring projects using the Grand Champion Evaluation Matrix.

Project Attributes

1. Student-driven with passionate ownership
2. Identifies an Area of Concern that is vital to the community
3. Reflects incorporation of a wide variety of resources, including those of the community
4. Shows effective utilization of the six-step problem solving process to identify a multi-faceted approach for the Action Plan
5. Impacts the identified community significantly
6. Resolves the defined Area of Concern effectively
7. Considers how to sustain the Project's impact

BEYONDER

Dr. E. Paul Torrance coined the word "*Beyond*" to describe projects that "outdistance the others so far that they are not even on the same scale." Team or Individual CmPS students who have demonstrated an exceptional depth, passion, and commitment in the project that goes above and beyond what would normally be expected of students in the division are considered for the *Beyond* Award. Evaluators may nominate a project (using the *Beyond* Nomination Form) they believe should be considered for the *Beyond* Award for it to be compared with other nominated projects using the *Beyond* Evaluation Matrix. The nomination of project(s) does not guarantee that a *Beyond* Award will be given.

BEYONDER CHARACTERISTICS

1. Pursued the Project with intensity

- Demonstrated extraordinary motivation and commitment
- Exhibited an unusually clear purpose/mission in mind
- Addressed purpose/mission with exceptional diligence
- Enhanced their understanding of the issues and decision making with outstanding use of critical thinking tools
- Displayed exceptional effort throughout
- Implemented remarkable action rather than requesting it from others

2. Extended beyond the scope of ordinary attempts to address the Area of Concern

- Pursued uncommon risks to ensure that goals were met
- Demonstrated superior depth of thinking beyond expectations for their division
- Extended innovative actions far beyond required focus and format
- Displayed extraordinary conviction to pursue an avenue that is "different" or "unusual"
- Demonstrated a marked preparedness to "go-it-alone" when support from others wanes

3. Displayed an intense love for their work in implementing the Project

- Demonstrated a rare passion for the issue/area of concern
- Displayed notable joy in their work
- Exhibited extraordinary pride in their accomplishments

4. Demonstrated remarkable creativity

- Displayed thinking far beyond the ordinary
- Showed the unique courage to be creative
- Implemented extraordinarily original ideas
- Employed highly innovative approach(es)
- Enhanced their efforts through the outstanding use of creative thinking tools

5. Displayed exceptional motivation to address/overcome obstacles

- Exhibited rare tolerance of mistakes made
- Showed superior learning from their mistakes
- Demonstrated unusual freedom from the expectations of others
- Revealed remarkable independence; not governed by teacher/adult direction

6. Demonstrated Project has Depth

- Displayed notable delight in deep thinking
- Demonstrated uncommon reflective thinking throughout the Project
- Made a truly profound difference in their community
- Showed exceptional concern for the sustainability of the project

STRATEGIES FOR EFFECTIVE FEEDBACK

Despite the quality of its content, feedback is useless unless it has a positive psychological impact on students and coaches. The following are strategies evaluators can use to make their point while keeping students proud of their effort and excited about community impact.

Feedback Sandwich

By starting and ending with positive comments, a slice of criticism is more easily swallowed when it is sandwiched between two thick slices of praise. The key to the technique is to provide *legitimate* praise. A comment such as, “Fun project!” does not relate to the specific effort. A comment such as, “Your project shows how the care packets you delivered made residents feel welcome,” relates to the project and gives students specific praise. **Remember, a positive start and finish motivates students for the next project.**



Thoughtful Word Choice

Just as a student’s word choice impacts how effectively their efforts are communicated, an evaluator’s word choice impacts how well the student(s) will receive and respond to provided feedback. CmPS evaluators must keep this in mind at all times, given that they not only write feedback on score sheets but also interact with students during interviews and display construction. Conversations between evaluators about projects must always be handled in an appropriate manner and should not occur in the presence of teams, coaches, or parents. Remember, no one is ever certain how a student, coach, or parent might perceive a conversation.

- Substitute “when” or “and” for the word “but.” Explain to the student(s), “You have some terrific ideas *when* you relate them to your Area of Concern and UP.” This comment is far more positive than “You have some terrific ideas, *but* you don’t relate them to the project.”

- Use a question to encourage the student(s) to rethink an idea. Asking “What in your project (or events) proves this happened?” puts the responsibility of explanation back on the student(s) and encourages thought. Writing a comment telling a student that his/her reasoning is faulty doesn’t help him/her improve and can be hurtful.

Limited Criticism

People can only respond to a certain amount of criticism, even if it is in the form of a feedback sandwich. Consequently, the student(s) who may need improvement in several areas may only be capable of digesting a few suggestions for improvement; therefore, evaluators should determine the areas that need the most improvement and focus feedback on those areas. If the team/individual improves in one major area (for example, clearly identifying existing obstacles), many of the smaller problems in the project may be eliminated as well.

Proper Perspective

CmPS projects easily convince evaluators that students are sophisticated and advanced thinkers; therefore, evaluators may have elevated expectations and be highly critical of weaker projects. Remember that even the weakest project required a great amount of thought, creativity, and effort to complete. Evaluator feedback must consider the age/division of the team or individual. A positive attitude from the evaluator encourages growth and development from students performing at all skill levels.

None of the suggested techniques for providing effective feedback should be misinterpreted as saying that an evaluator should set low expectations. In fact, the opposite is true. CmPS projects will continually amaze our evaluators with their showing of breadth of knowledge, creativity, and insight. Furthermore, high expectations often produce better results. Evaluators should set their expectations high and remember that students with limited life experiences and great potential for growth can produce sophisticated CmPS projects with major impacts on their communities. Evaluators set their expectations realistically high, offers feedback in a positive manner, and encourages students to reach their full potential.

REMINDERS

Consider the age of the student.

CmPS teams/individuals may sound like they are in graduate school, but don’t forget their youth. Although a similar amount of effort, thought, and time may have been exhibited in both a Junior and a Senior Division project, a world of difference exists between the two finished products. Junior and Middle Division CmPS participants may not have developed their own personal style yet and may have had limited experience of how real people behave in complex situations. Junior students also have a much more limited understanding of how economic, government, and educational institutions really operate. Even for Senior students, research alone may not replace the real-world knowledge that they simply have not yet experienced. Understanding the students is key in providing effective feedback.



Leave out personal biases and beliefs.

Problem solvers come from a variety of religious, cultural, and political backgrounds. It is not the evaluator's job to change a student's perspective on life, convince him/her of a different viewpoint, or impose beliefs on him/her. An evaluator's comments, interactions, and scoring should reflect the facts, efforts, and accomplishments of the project and **NOT** the evaluator's biases and beliefs.

Things to Remember

- The International Conference requirements and/or scoring may vary from the Affiliate Program's evaluation requirements. International standards must be used at all times.
- **Pre-IC Scoring**: Project Proposal and Project Report are scored at this stage.
- **On-Site Scoring**: Supporting Materials and Project Overall are scored on-site at the International Conference. Students are encouraged to work on projects right up to IC and bring an update with them. Update is a single page and included in the Portfolio.
- **Displays**: Student generated materials, photos, precut letters, etc. may be brought to use while setting up the display, provided they can do so in the time provided. It is not required that everything for the display is produced on-site, but that student work is assembled within the time and space parameters. Evaluators will be observing teamwork and creativity while displays are prepared.
- **CmPS Showcase**: Teams and Individuals are **required** to present their projects during the CmPS Showcase.

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.