

Supporting Materials/On-Site Score Sheet

Division: _____

Project ID: _____

Evaluator ID: _____

R. Portfolio

Developing

Proficient

Outstanding

Exemplary

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

Comments:

S. Promotional Video

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

T. Display

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

U. Interview

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

Supporting Materials/On-Site Score Sheet

V. Supporting Materials - Overall

Developing

Proficient

Outstanding

Exemplary

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

Comments:

W. Project - Overall

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

IC On-Site Total: