

Gold Award Project Proposal Rubric - With GoGold Questions

Girl's Name

		Does Not Meet Standards	Needs Improvement	Meets Standards
Check List	Gold Award Proposal Training <i>Your Guide to Going Gold (Guide), Pg. 9; Rubric B</i>	<input type="checkbox"/> Has not completed GSEP Gold Award Proposal training.		<input type="checkbox"/> Has completed GSEP Gold Award Proposal training.
Proposal				
Project Advisor Information				
1	Project Advisor is identified and is an expert <i>Guide, Pg. 14 ; Rubric I</i>	<input type="checkbox"/> None selected	<input type="checkbox"/> Advisor is family member or troop leader/volunteer OR does not have knowledge of selected issue	<input type="checkbox"/> Advisor has expertise in one or more areas of the selected issue
Prerequisites				
2	Completion of two S/A Journeys OR Silver Award and one S/A Journey <i>Guide, Pg. 9; Rubric A</i>	<input type="checkbox"/> Is not a registered Senior or Ambassador Girl Scout; not in grades 9–12 <input type="checkbox"/> Has not completed two Senior/Ambassador Journeys or the Cadette Silver Award and one Senior/Ambassador Journey		<input type="checkbox"/> Is a registered Girl Scout in grades 9–12 <input type="checkbox"/> Has completed two Senior/Ambassador Journeys or the Cadette Silver Award and one Senior/Ambassador Journey
Your Team				
3	Team members are identified <i>Guide, Pg. 14; Rubric H</i>	<input type="checkbox"/> Self and family only	<input type="checkbox"/> Self, family, and Girl Scouts only OR less than 3 team members	<input type="checkbox"/> 3–5 team members, beyond Girl Scout community and family, with skills and knowledge related to the issue, including members of the community impacted by issue

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My Gold Award aims to address this issue:				
4	Project identifies a credible community need <i>Guide, Pg. 12-13; Rubric C</i>	<input type="checkbox"/> Identified issue is based on Girl Scout's interests only and not on credible community need or <input type="checkbox"/> Identified issue is already being fulfilled by the community the Girl Scout intends to serve		<input type="checkbox"/> Identified issue is based on credible community need
The reasons I selected my issue are:				
5	Research sources are cited and thoroughly investigated <i>Guide, Pg. 12-13; Rubric F</i>	<input type="checkbox"/> No validation or research conducted to help shape project	<input type="checkbox"/> Research is implied, but no sources provided	<input type="checkbox"/> Some research has been conducted and 1-2 sources are referenced
The root cause of my issue is:				
6	Project identifies a root cause of that community need and plan addresses that root cause <i>Guide, Pg. 5, Pg. 13; Rubric D</i>	<input type="checkbox"/> Did not identify root cause <input type="checkbox"/> Project addresses an immediate need with a short-term/one-off solution	<input type="checkbox"/> Identified root cause <input type="checkbox"/> Project plan does not address it	<input type="checkbox"/> Identified root cause <input type="checkbox"/> Project plan shows well-constructed approach to address it
I will address the root cause by:				
7	Clear project description <i>Guide, Pg. 15; Rubric J</i>	<input type="checkbox"/> Project is not at all described; there is no explanation of what will be done	<input type="checkbox"/> Project is vaguely described; it is unclear what will be done	<input type="checkbox"/> Project is clearly described and shows a well-constructed approach on how the root cause of the issue will be addressed
The target audience for my Gold Award project is: (Skills, knowledge, etc. - see Proposed Impact #10 below)				
8	Target audience is clearly identified and engaged in project <i>Guide, Pg. 12; Rubric E</i>	<input type="checkbox"/> Target audience is not part of the community affected by the issue <input type="checkbox"/> Project plan is designed FOR the target audience versus WITH	<input type="checkbox"/> Target audience is part of the community affected by the issue <input type="checkbox"/> Project plan marginally benefits the target audience	<input type="checkbox"/> Target audience is clearly identified members of the community affected by the issue <input type="checkbox"/> Project plan engages appropriate community members in the solution and demonstrates benefit to the target audience

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My Gold Award's national and/or global link.				
9	Project identifies national or global link to issue <i>Guide, Pg. 5; Rubric G</i>	<input type="checkbox"/> No connection to national and/or global issue	<input type="checkbox"/> Some research or evidence suggests limited connection to national or global issue	<input type="checkbox"/> Includes broad research and evidence connecting project specifically to a larger national and/or global issue; solution contributes to addressing that issue
Measurement of my project's success. The skills, knowledge, etc. my audience will gain are; I will know that my audience has gained the desired skills/knowledge because:				
10	Project will have a measurable impact <i>Guide, Pg. 8; Rubric K</i>	<input type="checkbox"/> Impact does not relate to issue OR is not defined	<input type="checkbox"/> Impact is a vague impression OR not realistically measurable	<input type="checkbox"/> Impact is clearly defined and measurable; there is a clear measurement tool defined
My Gold Award project goals are:				
11	Project goals are clearly defined and realistic <i>Guide, Pg. 16; Rubric L</i>	<input type="checkbox"/> No goals identified	<input type="checkbox"/> Goals lack detail and are not clearly connected to planned project impact	<input type="checkbox"/> At least one goal is clearly defined and connected to project impact
My Gold Award will be sustained beyond my involvement by:				
12	Project plan will ensure sustainability <i>Guide, Pg. 7; Rubric M</i>	<input type="checkbox"/> No plan for project to be continued OR the solution can't be maintained following the project (it's a service project)	<input type="checkbox"/> Unclear idea of how the project will continue OR <i>hoping</i> someone else will sustain	<input type="checkbox"/> Clear, thoughtful plan that leads to sustainability beyond the Girl Scout's involvement
I will put my plan into action by:				
13	Timeline is realistic and appropriate <i>Guide, Pg. 9, Pg. 15; Rubric N</i>	<input type="checkbox"/> Confusing or unrealistic plan that is missing key steps and is less than 80 hours	<input type="checkbox"/> Incomplete project plan that highlights only a few steps and is less than 80 hours	<input type="checkbox"/> Comprehensive and realistic project plan that highlights all major steps in project and is about or over 80 hours

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I will put my plan into action by:				
14	Active leadership role planned and defined <i>Guide, Pg. 6; Rubric O</i>	<input type="checkbox"/> No strategy to lead a team or engage others to help with the project OR project appears driven by an adult	<input type="checkbox"/> Strategy to engage teammates is limited, includes only assigning minor roles/peripheral tasks	<input type="checkbox"/> Strategy to engage teammates is comprehensive, outlines specific roles and responsibilities
Estimate your project expenses and how you plan to meet those costs.				
15	Budget is realistic <i>Guide, Pg. 15; Rubric P</i>	<input type="checkbox"/> Provides incomplete information about project costs or how those costs will be met <input type="checkbox"/> Plans to raise money/fundraise for another organization	<input type="checkbox"/> Provides vague description of project costs; it is unclear how those costs will be met and/or the supplies listed appear inappropriate for the scope of the project	<input type="checkbox"/> Provides detailed description of project costs and clear explanation of how costs will be met
Estimate your project expenses and how you plan to meet those costs.				
16	Income and money-earning activity explanations <i>Guide, Pg. 15; Rubric Q; Volunteer Essentials</i>	<input type="checkbox"/> No explanation OR disregards GSEP money-earning policy	<input type="checkbox"/> Yes, but unclear if following GSEP money-earning policy	<input type="checkbox"/> Yes, follows all GSEP money-earning policies
The strengths, etc. I currently have; Skills I plan to develop.				
17	Leadership development <i>Rubric R</i>	<input type="checkbox"/> Does not include information about leadership or personal strengths; does not identify a goal for developing a new skill	<input type="checkbox"/> Provides incomplete information about leadership and personal strengths; partially sets goal to develop new leadership skill	<input type="checkbox"/> Describes new skills to be developed
I will let others know about my Gold Award by promoting via:				
18	Tell the World: Plan to actively share project <i>Guide, Pg. 18; Rubric S</i>	<input type="checkbox"/> Incomplete information		<input type="checkbox"/> Identifies the methods to be used for sharing the Gold Award project