

Gold Award Project Proposal Rubric



Girl's Name:	Reviewer's Name:
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		Does Not Meet Standards	Needs Improvement	Meets Standards
Prerequisites				
<i>Related question in proposal: Prerequisite chart</i>				
A	Completion of two S/A Journeys OR Silver Award and one S/A Journey	<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	
B	Gold Award Training	<input type="checkbox"/> Has not completed Gold Award training.	<input type="checkbox"/> Has completed Gold Award training.	
Step 1: Choose an issue				
<i>Related questions in proposal: My Gold Award aims to address this issue</i>				
C	Project identifies a credible community need (Pg. 4, Your Guide to Going Gold)	<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	
<i>Related question in proposal: The root cause of my issue is</i>				
D	Project identifies a root cause of that community need and plan addresses that root cause (Pg. 5, Guide)	<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>Related question in proposal: The target audience(s) for my Gold Award project is/are</i>				
E	Target audience is clearly identified and engaged in project (Pg. 13, Guide)	<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
Step 2: Investigate				
<i>Related question in proposal: The reasons I selected my issue are</i>				
F	Research sources are cited and thoroughly investigated	<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

	(Pg. 13, Guide)			
G	Project identifies national or global link to issue (Pg. 5, Guide)	<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
Step 3: Get help				
<i>Related question in proposal: List the names of individuals and organizations you plan to work with on your Gold Award project</i>				
H	Team members are identified (Pg. 14, Guide)	<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
<i>Related question in proposal: Girl Scout Gold Award Project Advisor information</i>				
I	Project Advisor is identified and is an expert (Pg. 14, Guide)	<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
Step 4: Create a plan				
<i>Related question in proposal: I will address the root cause by</i>				
J	Clear project description (Pg. 13, Guide)	<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
<i>Related questions in proposal: The skills, knowledge, and/or attitudes my target audience will gain are; I will know that my audience has gained the desired skills/knowledge because; Measurement of my project's success chart</i>				
K	Project will have a measurable impact (Pg. 7, Guide)	<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
<i>Related question in proposal: My Gold Award project goals are</i>				
L	Project goals are clearly defined and realistic (Pg. 13, Guide)	<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
<i>Related question in proposal: My Gold Award will be sustained by</i>				
M	Project plan will ensure sustainability (Pg. 7, Guide)	<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>Related question in proposal: I will put my plan in to action by</i>				
N	Timeline is realistic and appropriate (Pg. 9, Guide)	<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

O	Active leadership role planned and defined (Pg. 6, Guide)	<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
<i>Related question in proposal: Estimate your project expenses and how you plan to meet those costs</i>				
P	Budget is realistic (Pg. 15, Guide)	<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
Q	Income and money-earning activity explanations (Pg. 10, Guide)	<input type="checkbox"/> No explanation OR disregards money-earning policy	<input type="checkbox"/> Yes, but unclear if following money-earning policy	<input type="checkbox"/> Yes, follows all money-earning policies
<i>Related question in proposal: The strengths, talents and skills I currently have and will put into action are; The skills I plan to develop as I work towards earning my Gold Award are</i>				
R	Leadership development (Pg. 6, Guide)	<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>Related question in proposal: I will let others know about my Gold Award by promoting via</i>				
S	Tell the World: Plan to actively share project	<input type="checkbox"/> Incomplete information		<input type="checkbox"/> Identifies the methods to be used for sharing the Gold Award project
Step 5: Present plan and get feedback				
<i>Plan presented to Gold Award Committee for feedback after proposal submitted in GoGold.</i>				
SHARE TIMELINE FOR FEEDBACK				
Additional Feedback:				
Project Designation:				
<input type="checkbox"/> Approved: Meets or exceeds standards in all categories <input type="checkbox"/> Needs Improvement: Needs improvement in majority of categories; may have a few in meets/exceeds standards, or a few that do not meet standards -OR- majority of categories meet/exceed standards, but several categories do not meet standards <input type="checkbox"/> Does Not Meet Standards: Majority of categories do not meet standards; may have a few categories that meet/exceed standards				