

Gold Award Project Proposal Rubric



Girl's Name:	Advisor's Name:
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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	<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	<input type="checkbox"/> Identified issue is based on credible community need BONUS: Identified need is important and rarely addressed	
<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	<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	<input type="checkbox"/> Identified root cause <input type="checkbox"/> Plan shows both careful attention to detail and creative thinking; as a result, project plan is especially innovative
<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	<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	<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, and the community is committed to sustaining the Girl Scout's work
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	<input type="checkbox"/> Thorough research has been conducted and 3+ sources cited
<i>Related question in proposal: My Gold Award's national and/or global link is</i>					
G	Project identifies national or global link to issue	<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	<input type="checkbox"/> Specific connection to a larger national and/or global issue; research and evidence from other communities informs this project BONUS: Plan in place to share project with other communities
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	<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	<input type="checkbox"/> 3–5+ team members, beyond Girl Scouts and family, with evidence of strategic thought for leveraging skill/expertise to impact issue; includes members of 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	<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	<input type="checkbox"/> Advisor has expertise in one or more areas of the selected issue and additional expert advisors are listed in team
Step 4: Create a plan					
<i>Related question in proposal: I will address the root cause by</i>					
J	Clear project description	<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	<input type="checkbox"/> Project plan shows both careful attention to detail and creative thinking; as a result, project plan is <i>especially</i> innovative
<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	<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	<input type="checkbox"/> Project's impact is clearly defined and would affect a significant number of individuals and/or affect individuals to a significant degree; clear measurement tools are defined
<i>Related question in proposal: My Gold Award project goals are</i>					
L	Project goals are clearly defined and realistic	<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	<input type="checkbox"/> Multiple goals are clearly defined OR one <i>especially</i> ambitious goal is outlined
<i>Related question in proposal: My Gold Award will be sustained by</i>					

M	Project plan will ensure sustainability	<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	<input type="checkbox"/> Plan for sustainability is especially strong, galvanizing others beyond target audience to participate in the solution and/or advocate for involvement across multiple communities
<i>Related question in proposal: I will put my plan in to action by</i>					
N	Timeline is realistic and appropriate	<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	<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	<input type="checkbox"/> Strategy to effectively lead a diverse team in execution; intention to transfer leadership skills to team members and target audience
<i>Related question in proposal: Estimate your project expenses and how you plan to meet those costs</i>					
P	Budget is realistic	<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	<input type="checkbox"/> No explanation OR disregards money-earning policy	<input type="checkbox"/> Explanation is vague or incomplete. Additional approval for money earning activity may be required.	<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	<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	<input type="checkbox"/> Clearly describes how new leadership skill(s) will 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

Plan presented to Gold Award Committee for feedback after proposal submitted in GoGold.

Proposal review panels happen on a rolling basis twice a month. Once your verified proposal is submitted you will receive an invitation to an upcoming panel. You may be given feedback prior to your panel that will help set you up for success during your panel.

Additional Feedback:

Project Designation:

- Approved:** Proposal meets or exceeds standards in all categories
- Needs Improvement but Approved:** One or more categories does not meet standards as presented in proposal. Specific feedback for meeting standards was communicated and agreed upon during the panel
- Does Not Meet Standards:** There are multiple categories that do not meet standards and the panel was unable to work with the Girl Scout to bring the proposal up to standards; new project needs to be developed with Gold Award Advisor support