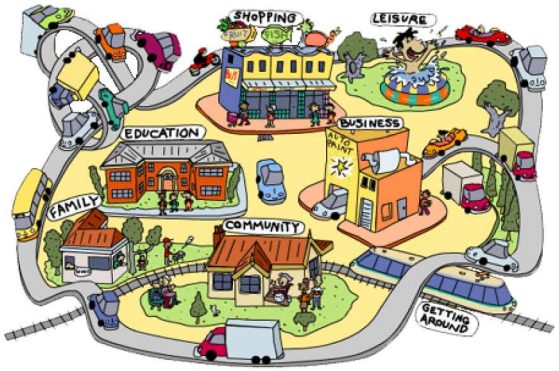

EVALUATION GUIDELINES FOR COMMUNITY PROBLEM SOLVING 2018-19

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 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 pf evaluation; however, since CmPS also involves competition and scoring must be impartial, a secondary purpose of 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 Future Problem Solving Program International is to assist students in acquiring better thinking, communication, and problem solving skills. Evaluation is always done with this thought in mind. **The better evaluators offer constructive feedback and make students want 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 level 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 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 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 students anonymous. The school name, the geographic area, and the student name(s) may appear in the written report, addendum, scrapbook, etc.

- **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 acknowledgements 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

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See *Strategies for Effective Feedback* for examples and ideas for feedback.

TYPES OF EVALUATION CRITERIA

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

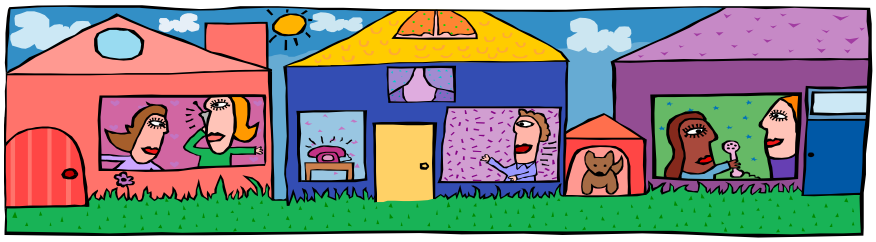
- **Content**: These criteria measure the *quality of the content* in students' work. Content-oriented criteria evaluate the *merit of the ideas*.
- **Structure**: These criteria assess how effectively students fit their work into a prescribed format, measuring a student's mechanics in completing their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

USE OF THE PROBLEM SOLVING PROCESS

CmPS projects may begin at different stages of the problem solving process:

- Projects may start with an idea for the Plan of Action. These projects must also demonstrate a thorough analysis of the situation when working in Parts A & B of the Overview. The students should then use appropriate steps of the problem solving process to help them generate challenges and solution ideas for implementing their Plan of Action when completing parts C & D. It is essential that a focused Underlying Problem or a focused analysis of the work be developed, in addition to a justification for the choice of a solution(s).
- Projects may begin with an Area of Concern that has been worked on before or one that, by its very nature, is already well-defined. For example, projects that are focusing on the implementation stages of a multi-year project or a project that stems from an existing Underlying Problem or Area of Concern must demonstrate a thorough analysis of the situation and should use Parts A & B of the section titled *Project Overview* as a justification for their idea or Underlying Problem and as a check to make sure their idea is focused.

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.



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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, or nation. 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*
A multi-year CmPS project takes more than one year in order to implement the Plan of Action. A minimum of fifty percent of the team members on a multi-year project must remain constant throughout all years of the project. Coaches must submit a team roster of all team members for all years of the project's existence. The multi-year project would be submitted for competition **one time**, when the project is complete.

Note on Single and Multi-Year Projects

These projects should be entirely new ideas and not based on any previous project presented to evaluators by the team. Projects that have been submitted previously may NOT be resubmitted as multi-year project for competition. Evidence that the six-step problem solving process has been used to generate new ideas should be reflected throughout the written report. Merely changing the topic of the project does NOT create a new project.

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. At the International Conference, penalties may be assessed at the discretion of the Executive Director.

Evolving Project – *A project previously presented and evaluated at the Affiliate and/or International level(s)*
Students may choose to act upon evaluator recommendations to complete these projects more successfully, "evolving" them into an improved project for the next year, or they may feel that additional work is required to address their Area of Concern. A minimum of fifty percent of the team members on an evolving project must remain constant throughout all years of the project. Evolving Projects have additional documentation/requirements when submitting their work for competition.

When submitted **again** for competition, these projects must do the following:

1. Include the "Preface for Evolving Projects" with the written report.
2. Include names on the cover sheet and *Publication Release & Statement of Authenticity* of all students who previously and currently worked on the project.
3. Include a timeline in the addendum for both years of the project that CLEARLY delineates the accomplishments of the first year and those of the evolving year.
4. Modify the Area of Concern to reflect transition from previous project to new one.
5. Revise the Underlying Problem and Plan of Action to relate to revised Area of Concern and to reflect improvements suggested by evaluators.
6. 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.

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7. Revise any other part of the written report and/or addendum to reflect new team dynamics, organization, and utilization of resources, and reflections that may have changed throughout the year.
8. Show continued effort in implementing the Plan of Action.

PROJECT CATEGORIES

At IC all projects are *comparatively rated* against others in the same division within the same category area.

Categories include:

- **Civic/Cultural Issues**
- **Education Issues**
- **Environmental Concerns**
- **Health Concerns**
- **Human Services Issues**

SCORING COMPONENTS

Scoring is based on the written report (score sheet sections I, II, IV), addendum (score sheet section III), supporting information (score sheet section V), and overall (score sheet section VI).

Refer to a copy of the score sheet 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: CmPS projects may vary greatly, even within the same category. To get an idea of the quality of assigned projects, evaluators should read all projects within a category before beginning actual scoring, forming a preliminary opinion regarding the quality of the projects in that category. After examining all components of the project (written documentation and interview) the original opinions and ranking may change; the preliminary review, however, will help set the range of quality in which the evaluator will be working and may ultimately save time redoing scores or breaking ties. Notes regarding appropriate comments/feedback should be taken throughout the process.

It is important for CmPS evaluators to remember that students work all year on their projects and put their hearts and souls into them. The manner in which project ideas are developed leads to close attachment between participants and their selected causes. As such special care should be taken with all student interaction –written and oral. Evaluators should use constructive criticism sandwiched with praise for the student's efforts.

Evaluators should be familiar with the CmPS Evaluation Score Sheet. The evaluation criteria in each section contain three different descriptors. Within each criterion the required information is provided. If the information is included, rate its quality as compared to the quality of other projects in the assigned sample, assigning points according to this guide. The project that best meets the

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descriptor and is superior to the others receives the highest score, but it is possible for two projects to receive the same numerical score for a descriptor. It is also possible for a team to minimally fulfill the needs of one descriptor and receive a superior rating on another descriptor. Although we ask the Affiliate Directors (ADs) to make sure each project submitted for international evaluation meets all international requirements, some projects may be missing pieces, i.e. a working timeline or reflections.

Evaluators must use a *feedback sandwich,* criticism sandwiched with praise, to explain lower scores. **The complete absence of a specific requirement is the only time the lowest number on a scale is used.** It is important for CmPS evaluators to remember that teams and individual competitors work all year putting their heart, time, and abilities into the project. They have a lot of themselves invested in the final results.

Suggestions for Preliminary Scoring

- The lowest number of points are reserved for projects that do not include the required information.
- Award from among the lower points to projects that barely met the criterion.
- Award from among the mid-range points to projects that did an average job of meeting the criterion.
- Award from among the higher points to projects did an above average job of meeting the criterion.
- Award from among the highest to projects that did an excellent to superior job of meeting the criterion.

Written Report: The written report should contain all the required information and give the evaluator a complete picture of the intent of the project, including how the proposed plan will be implemented. Evolving projects must also include the Preface as an attachment to the written report.

Timeline (page 7 of Written Report): Timelines may vary based on creativity. If there is no text, graphic, or rationale for when the students expect to complete the various pieces of the Plan of Action, the evaluator should assign the lowest number noted on the score sheet in section I-E Completeness.

Written Report ▪ Max of 7 pages ▪ 7th page is for the timeline **ONLY** (Title Page is not included in the page count for the project)	Project Overview A. Area of Concern B. Challenges Identified C. Underlying Problem D. Alternative Solution Ideas E. Plan of Action Implementation of the Plan A. Actions and Outcomes to Date B. Organization C. Resource Identification and Utilization Project Outcomes A. Accomplishments B. Reflection on Outcomes C. Scope of the Project Timeline Accomplishments of each year of the project delineated
Preface ▪ Max of 2 pages	Evolving Projects only Attach required form and information to written report

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Addendum: The addendum is composed of significant information from the project that features the work completed. The addendum pages should help evaluators determine an overall feel of the project, whether the project is the work of the students or is the result of outside involvement. This section should demonstrate the extent to which the project fulfills what is stated in the written report. Even if the scrapbook is available, the addendum pages are very useful in helping the judges quickly determine which aspects of the project are most meaningful to the team.

CmPS projects should prove their claims with verifiable documentation such as before and after pictures, statements/bills, copies of donation checks, official letters, etc. The addendum may include newspaper articles, surveys, interview forms, photos from their scrapbook, etc. In order to fit as much supporting documentation as needed, this information may be reduced in size as long as the content remains legible.

Addendum ▪ Max of 6 pages	<u>Options include but are not limited to:</u> • A "mini-scrapbook" of supporting documentation which highlights accomplishments • A collage form or typewritten text • Photos, copies of letters, newspaper articles, surveys, etc. • May be reduced in size, but must be legible • Must be submitted as specified electronic document

Scrapbook: The scrapbook/portfolio is an important part of the project and may be presented in a variety of formats: on CD, flash drive, online, or a paper format. If a team chooses to present the scrapbook in a less traditional manner, the scrapbook must be easily viewed by the evaluators. It shall be the responsibility of the team to ensure that technical difficulties do not prevent evaluators from scoring this essential portion of the project.

Through an extensive collection of supporting documents, the scrapbook provides an in-depth look at the students' work and may be used throughout the evaluation as a source of verification of facts. The scrapbook/portfolio sections should be clearly labeled and be presented for visual appeal. The materials provide proof of actions and accomplishments. The materials should address the impact the project has had on the community, the community interest and involvement in the project, and the contacts made and/or media coverage attained. *No size or length restrictions apply to the scrapbook/portfolio*.

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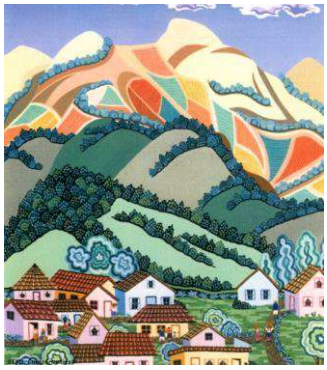
PART I: PROJECT OVERVIEW

(150 points possible).

Part I, the Overview of Project, reflects an understanding of the problem solving process. The students should clearly describe the intent of the project, how the Area of Concern was determined, and the plans to overcome the identified concern.

A. AREA OF CONCERN (30 points)

Students should clearly and comprehensively describe the situation addressed. This should include what makes it an Area of Concern, who the impacted actors are, how it impacts the community, and why it is a weighty issue for the community and the students.



Significance refers to the magnitude of the issue to the identified community and students. *Is the importance of the project clearly identifiable?*

Completeness refers to the ability of the students to present a comprehensive picture of the Area of Concern. *Who are the stakeholders? How and why did the students become involved? What were the obstacles to overcome?*

Clarity refers to the manner in which the students presented the issues. *Was the thought process easy to follow? Was it stated in clear, concise terms? Was the intent clear?*

B. CHALLENGES IDENTIFIED (Sub-problems) (30 points)

Students should clearly describe the community's challenge(s). Concerns causing the situation, as well as those resulting from the situation should be presented. The selected challenges should demonstrate flexible and insightful thinking. The identification of challenges should reflect the ability of the students to look at the Area of Concern from as many different perspectives as possible. This may be completed in paragraph or linear form (bulleted), and no specific number of challenges is required. An evolving project should identify new challenges unique to the "evolved" situation and not simply use previously generated ideas. Similarly, when a team completes a "new" project, the team must complete the entire FPS process, generating NEW challenges, a NEW Underlying Problem, etc. Merely changing the wording of a previously submitted project does NOT constitute a new project. **(Note: Challenges are NOT those experienced by the team, but are only those that are generated from examination of the Area of Concern).**

Flexibility refers to how well the students analyzed the situation, considering it from a variety of viewpoints. *Did the students look at issues from many different perspectives? Did students consider challenges that may have caused the situation as well as those resulting from it?*

Insight refers to how sensitive the students were to the problems of those directly involved. *Did the students demonstrate insightful thinking? Were the students conscious of interrelated concerns? Did the students make connections beyond the scope expected of the age group?*

Clarity refers to the manner in which the students presented the challenges identified through the use of effective communication skills. *Was the flow easy to follow? Were the challenges stated in straightforward, unambiguous terms?*

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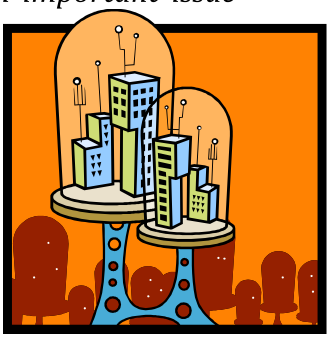
C. UNDERLYING PROBLEM (30 points)

The Underlying Problem (UP) should show a direct connection (relevance) to the Area of Concern. An Underlying Problem identifies a goal based on 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 a manageable size - rather than taking on the whole situation at once - and addresses a significant aspect of the Area of Concern. The UP should clearly communicate the goals or desired outcomes of the project. *(Note: Teams/Individuals struggling should be reminded in evaluator comments to refer to CmPS A "Real World" Experience for the writing of an effective Underlying Problem in order to maximize score in this area).*

Relevance to the Area of Concern refers to the connection between the Underlying Problem and the Area of Concern. *Was the UP an outgrowth of an important issue presented in the Area of Concern? Is the UP a significant issue pertinent to those involved?*



Focus looks at the scope of the situation presented and how well the students narrowed the Area of Concern through the UP. *Was the magnitude of the situation reduced to a manageable size of which the students could have an impact?*

Clarity of Desired Outcomes considers how well the students have expressed the goal or desired outcome of the project in the Underlying Problem. The purpose of the UP should specify an optimal direction or outcome. *Is the objective ambiguous or is it clear?*

D. ALTERNATIVE SOLUTION IDEAS (30 points)

The solution ideas should be clearly explained and directly related to the Underlying Problem, reflecting the research the students completed while investigating a variety of approaches to their UP. The solution ideas should use 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.

Relevance to the UP considers how well the students' solution ideas relate to the identified UP. Solution ideas address the Key Verb Phrase and supports the purpose, either explicitly or implicitly. *Do the ideas address the Key Verb Phrase and accomplish the purpose?*

Flexibility is demonstrated by suggesting varied options for overcoming the UP. *Did the students look at the UP from many different perspectives? Were solution ideas that demonstrated a novel approach included? (Note: Teams/Individuals may choose to use the FPS category list to address the UP from a variety of perspectives).*

Clarity refers to how well the identified solution ideas have been explained. Strong clarity is indicated by clear and thorough descriptions of the intended actions. *Were the alternative solutions stated in clear and concise terms? Were solution ideas easy to understand?*

E. PLAN OF ACTION (30 points)

The Plan of Action is a proposal 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 plan will hopefully have on the Area of Concern, a rationale for the selection of the solution ideas that were incorporated into the plan, 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.

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The timeline is the 7th page of the written report and indicates when major aspects of the plan will be started and achieved.

Relevance to the UP refers to how well the plan addresses the UP. *Is there a clear connection to the UP? Will what the students hope to accomplish overcome the problem stated in the UP?*

Potential Impact on the Area of Concern measures the potential ability of the Plan of Action to effectively influence and impact the Area of Concern. *Have the students included a justification for the solution ideas incorporated into the plan? Was the plan's potential for success explained?*

Completeness (including working timeline) refers to the completeness of the plan and the inclusion of a time element that delineates when the students hope to meet the major goals and deadlines. *Is the timeline suitable to the proposed plan? Has sound reasoning been used in developing it?*

PART II: IMPLEMENTATION OF PLAN

(90 points possible)

Part II, Implementation of Plan describes the actions taken, and is part of the preliminary scoring for IC. It is based on what has been accomplished up to the point of submission. Evaluators should note accomplishments to date in the appropriate comment section of the **Pre-IC Score sheet**, as well as proposed actions not yet accomplished, on Part II of the score sheet**.** The students may continue to work on the project until the date of the International Conference and the outcome of the proposed actions should be verified when scoring Part IV during On-Site scoring.

A. ACTIONS AND OUTCOMES TO DATE (30 points)

This section describes the work students have completed to date while implementing their Plan of Action. The students should thoroughly describe the actions taken, the progress toward the ultimate goal, why and how the plan will work, and any adjustments the students might have to make to the initial plan in order to accomplish the goals of the project.

Progress Made denotes the progress made toward accomplishing the Underlying Problem. *Has the progress made been described, including what still needs to be done? Have the students met the deadline(s) outlined in the working timeline?*

Successful Implementation/Adaptation of Plan indicates how well the plan has been implemented, and allows for changes to the original plan as they occurred. *Have the students justified why and how the plan worked? Were any adjustments made to the initial plan recognized and explained?*

Evidence of Effort refers to the amount of time spent on problem solving and energy students have invested in their project and the implementation of their Plan of Action. *Has the necessary time been spent on the problem solving process? Have the students worked through each aspect of their plan to relative completion?*

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B. ORGANIZATION (30 points)

In this section students should present a clear picture of how the project responsibilities were carried out, showing that tasks were effectively organized and implemented, including both team members and supporters/stakeholders from the community. The division of labor among team members should be discussed as well as that of the various community groups (i.e. committees, task forces, etc.) charged with carrying out necessary assignments. *Note: Individuals should explain their own role, as well as those of community members (coaches, students, community partners) that are involved in the project implementation.*

Clarity considers how clearly the responsibility of each person or group involved in the project has been outlined. *Are assignments effectively stated? Do the responsibilities clearly relate to pieces of the Plan of Action?*

Systematic Approach to Tasks examines how realistically the students are organized for action. Outlining components, task lists, assignments or other methods may be presented to demonstrate the effective management of implementation. *Have the tasks been divided so the plan can be effectively implemented by the team or individual? Is there a systematic, rather than haphazard, approach to the tasks?*

Involvement of Participants addresses how well team students shared and participated in the responsibilities. Consider whether the students actually made the contacts, gave the presentations, and directed the action, etc. or if the coach did most of the planning and implementation. *Note: Individuals that involved others during the implementation phase of the project should discuss how this was facilitated. Is it evident the student and other participants worked cooperatively? Is the work their own with assistance or the work of others?*

C. RESOURCE IDENTIFICATION & UTILIZATION (30 points)

This is the section where students display their utilization of multiple resources beyond the standard classroom and demonstrate outreach into the community, thoroughly noting the assets used. Resources may include various types of research or references, agencies contacted, field trips taken, people consulted, speakers, etc.

Thoroughness refers to the attention given to identifying and using multiple resources to aid in the implementation of the Plan of Action. *Is a thorough description of the resources and how they were used provided?*

Flexibility identifies varied options and resources used. *Did the students consult or investigate sources with different perspectives? Did the students look for a novel approach?*

Evidence of Outreach refers to how well outreach into the affected community and beyond was demonstrated. *Did the students seek out and/or utilize the skills of experts? Did the students make connections with/or reach out to others in a similar situation? Did the students involve the community in the project?*

PART III: ADDENDUM

(45 points possible)

In *Part III: Addendum* supporting documentation in provided. The Addendum includes the information the students chose to present in their "mini scrapbook." This information reflects what the students consider significant. The Addendum will highlight and document project accomplishments including items that chronicle and verify claims made in the written report. Items (newspaper articles, letters, surveys, photos, drawings, etc.) from the project scrapbook which reflect the effort of the project may be reduced in size and displayed in any format on the six addendum

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pages as long as the pages are easily read. A variety of formats may be utilized, such as collages or text, however, it must be presented in a two- dimensional format.

Clarity considers whether students have presented a clear picture of the project in the Addendum. *Are the selections easy to follow and understand? Do they expand on information from the written report? Do they make the focus of the project easier to understand?*

Completeness refers to how comprehensive a picture is presented. *Do the selections represent a variety of actions taken? Does the Addendum support claims made in the written report? Do the pages represent a thorough depiction of efforts and accomplishments?*

Creativity measures the creative, productive or innovative manner in which actions are portrayed. *Was a creative or novel approach used in presenting the accomplishments? Has a variety of presentation methods (linear form, collage, drawings, photographs, text, etc.) been used? Are project highlights presented in an appealing manner?*

PART IV: PROJECT OUTCOMES

(170 points possible)

A. ACCOMPLISHMENTS (70 points)

This section reflects the actual work *accomplished* by the students and the progress made toward the ultimate goal of the project. Information regarding all efforts made toward achieving the project objective (presentations made, articles written, changes in laws or ordinances passed, grants applied for, awareness efforts made, honors received, etc.) should be included. Any unexpected obstacles faced and how the obstacles were overcome should be described. As part of the on-site evaluation, students should make note of any accomplishment achieved since the written report was submitted. Evaluators should refer to the assertions made in the written report when verifying accomplishments, especially *proposed* actions that were to be accomplished *after* the written report was submitted.

Achievement of Goals examines the progress made in accomplishing the project goals. *Were efforts to implement the plan demonstrated? Have the students clearly outlined their accomplishments? Were goals proposed/projected to occur after the written report submission fulfilled? Has progress been made toward long-term goals, those that extend beyond IC?*

Effectiveness of Problem Solving evaluates the use of problem solving skills to overcome obstacles to the project's success. Students should detail how the problem solving process was used throughout the project leading up the Plan of Action. *Did students acknowledge obstacles (people, ordinances, funding, etc.) that had to be circumvented? Did obstacles change the flow of the project?*

Impact on Area of Concern and UP analyzes how well the project achievements actually impacted the Area of Concern and overcame the challenge area identified in the Underlying Problem. *Was a significant part of the UP addressed by the project activities? Have the students clearly stated how the Area of Concern will be changed? Was consideration given to needs of the community members who will be impacted by the actions of the students?*

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B. REFLECTION ON OUTCOMES (30)

Students should demonstrate a thoughtful and thorough analysis of the final outcome of their project. They should accurately assess and reflect on the accomplishments, indicating an understanding of achievements and areas for growth, victories and difficulties, and how effectively they addressed the Area of Concern and the goals of their Underlying Problem. Some "reflections" must be included in the written report. *Did the plan truly solve the Underlying Problem? Do the students understand the impact the project has and/or will have on the community? How do the students feel about the project? Would the students do anything differently?*

Completeness determines how fully the students assessed the project. *Did the students describe any plan developed to evaluate the work completed? Did the students seek community input? Were all aspects of the project addressed?*

Thoughtfulness evaluates the attention given to reflection. *Did students thoughtfully examine what could be approached or addressed differently? Were the observations the result of an assessment? Is it evident that time was taken to reflect on the final outcome?*

Accuracy refers to the lack of distortion in the reflection. *Was it evident that careful assessment was used to evaluate project accomplishments? Were failures, along with successes, acknowledged? Was there an honest assessment of the project and its impact on the community?*

C. SCOPE OF THE PROJECT (70)

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. The scope of the project is evaluated based on supporting information made available to evaluators. It is the responsibility of the students to make the evaluators aware of information that reflects the impact of the project, the community support and involvement in the undertakings, and contacts and media coverage solicited and attained by the students.

Community Impact assesses the positive impact of the project on the identified community. *Is evidence of the project's community impact included? Is documentation of a growth in community awareness provided? Is it obvious that **students** taking action in their community resulted in a positive impact on the project goals?*

Community Involvement refers to the ability of the students to involve the identified community stakeholder in the project. *Is there evidence of students seeking community engagement? Did students make presentations to community groups? Did the students seek input and/or help from the community government, citizens, or organizations? Has the community offered support for the project? Note: Consider the score given in "Resource Identification and Utilization"*

Resolution of Area of Concern/UP reflects the overall achievement of the project in resolving the challenges and issues identified in the Area of Concern and UP. *Did the students accomplish their original objectives? Is there an appropriate connection between the size of the issues presented in the report and the scope of activities and achievements? Were the issues in the Area of Concern and the challenges identified resolved? Were the goals of the UP met by the project outcomes?*

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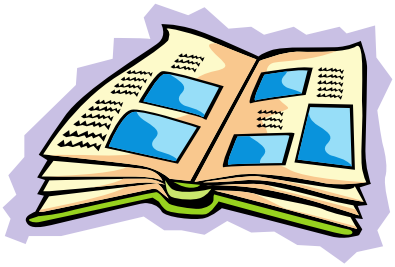
PART V: SUPPORTING INFORMATION

(230 points possible)

A. SCRAPBOOK/PORTFOLIO (50)

Information provided in the scrapbook should detail and document the project work. Materials included should address the strategies the students employed to arrive at decisions during their use of the problem solving process.



The scrapbook should contain a variety of documentation depicting the student efforts. Effective use of the scrapbook will portray a complete picture of the project including clearly labeled materials presented in a logical manner. Materials may include, but are not limited to the following:

- Photographs of students in action
- Surveys, brochures, meeting agendas and other student created work
- Newspaper articles, press releases, media coverage, social media engagement
- Examples of "thinking tools" used for brainstorming or decision-making
- Community correspondence (letters/emails written or received)
- Hardcopies of electronic resources developed (websites, videos, presentations)

Students are allowed to complete an electronic scrapbook; however the equipment is the responsibility of the team. A Hardcopy of the scrapbook should be made available.

Clarity & Organization determines whether the students present a clear and logically organized depiction of the project in the scrapbook. *Are selections easy to follow and understand? Is the information well organized and identified? Does the scrapbook enrich the understanding of the project beyond the Written Report? Does the scrapbook follow a logical flow? Does the scrapbook make the project easier to understand (complement the project)? Are the project accomplishments clearly outlined?*

Completeness determines how comprehensive a picture is presented. *Does the scrapbook contain materials and documentation from the entire scope of the project? Does the information in the scrapbook support all the claims made? Does the information verify that the students executed the project activities and events? Are a variety of project aspects presented?*

Creativity refers to the manner in which the scrapbook innovatively and inventively displays the actions taken throughout the project. *Does the scrapbook demonstrate a creative or novel approach in presenting the information? Are a variety of presentation methods utilized (linear form, collage, drawings, photographs, text, etc.)? Is the information presented in an appealing manner? Did the students give thought to the layout of the scrapbook?*

Scrapbook ▪ No page limit	• Visual materials that show the actions and accomplishments described in the Written Report • Information well-organized and clearly labeled • May be presented as a CD, flash drive, online, or paper format

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B. MEDIA PRESENTATION (50)

The media presentation highlights accomplishments and provides documentation of actions that may be difficult to replicate on paper. Students are encouraged to develop creative presentations that showcase not only the intent of the project, but also the excitement and engagement the team has for their project.

Two options exist:

1. **Audio-Visual presentation of 3-5 minutes**: Students may use DVD, PowerPoint presentation, story-telling software, or similar formats to create the presentation. The presentation should convince viewers of the significance of the project. Possibilities include "publicity" for the project, a recording of a presentation or event completed during the project, or a documentary of the problem solving process.
2. **Audio OR Visual Public Service Announcement (PSA) of 45-90 seconds**: The purpose of the PSA is to "sell" the project and its goals. The PSA should highlight the strengths of the project and serve as a call to action for the community to join the team in its attempts to carry forward the goals of the project. The PSA should be appropriate for public media on television, internet, social media, or radio stations.

Relevance evaluates the connection between the information presented in the media presentation and the intent of the project. *Does it reflect the scope and intent of the project? Does it highlight the project's accomplishments? Does the presentation illustrate an effective overview of the project? Is the desired outcome of the project explained? Is the impact of the project addressed? Is the community challenged to join the project to complete the goals?*

Clarity & Completeness assesses how well the goals of the project are expressed in the media presentation. *Does it present a clear picture of the project? Is the presentation easy to understand? Is a complete picture of the project presented? Does it flow from beginning to end? Is there evidence of planning and thought in the information included?*

Call to Action

Viewer/Evaluator sees the urgency and need for the project and understands why people would want to get involved in supporting the described solution.

Media Presentation	• 3-5 minute audio-visual presentation • May use DVD, PowerPoint, storytelling software, etc. **OR** • May present a 45-90 second Public Service Announcement (PSA)

C. DISPLAY (40)

The relevance, clarity, selection, and aesthetic arrangement of the information on the project display board are assessed. Participants are *required* to use the tri-fold backboard supplied to them by FPSPI and *are required to complete the project display on-site* during the allotted times. The students are encouraged to creatively organize and effectively portray the project on a tabletop. The height of the display from the tabletop may not exceed 50 inches (127cm). Items below or beside the table and/or above the 50 inch limit will not be evaluated. Evaluators attend display setup to view student interaction and engagement. Note: Displays are to be entirely student designed and constructed. Adult involvement in setup is not permitted.

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Relevance of Materials appraises how successfully the display communicates the project goals and outcomes. *Are selected materials consistent with the intent of the project? Do the highlighted materials show the students in action? Are project events, activities and actions presented?*

Clarity of Communication refers to how easily the display is understood. *Is the display easy to follow? Is there continuity of thought?*

Visual Appeal explores the overall attractiveness of the display that causes interest. *Are the project highlights displayed in an appealing manner? Does the display conform to required parameters? Does the display invite the audience to examine the project further?*

Display	• Table-top display that provides an overview of the project and evidence of project outcomes
	• Mandatory use of the display board provided on-site
	  ○ Creative enhancements on-site is encouraged
	• Presentation of project at CmPS Showcase
	  ○ Participation of all team members and individuals required

D. INTERVIEW (90)

Students participate in an interview (teams – 30 minutes, individuals – 15 minutes) to explain the project and update Evaluators on recent accomplishments and/or project changes. Having already scored the written report, Evaluators interview students to gain a greater understanding of the project. Evaluators ask questions about the project such as how the students chose the focus of the project, the support received, problems encountered, reaction of the community, accomplishments, long-range plans, etc. **Every interview will include the question: "Which step in the problem solving process made the biggest difference to your project and why?"**

Clarity of Responses evaluates the reactions to the interview questions. *Did the students answer the questions asked? Did the students have to search for answers? Is it clear the students understood all aspects of the project? Could the students clarify any changes made to the original plans and point out new information to the evaluators?*

Depth of Responses assesses the quality and thoroughness of student answers and the productiveness of the interview. *Did the students provide thoughtful answers to all the questions? Were the students able to explain obstacles encountered and/or overcome? Did they indicate or demonstrate any long-range plans? Were any answers insightful?*

Evidence of Passion & Project Ownership evaluates the students' passion and commitment demonstrated their discussion of the project. *Did students enthusiastically participate in the interview? If a team project, were ALL the team members enthusiastic and engaged? Did the responses of the students indicate a keen interest and excitement in the project? Was the project student-driven?*

Interview	• Interview with evaluators to communicate a deeper understanding of the project
	  ○ Individuals are allotted 15 minutes
	  ○ Teams are allotted 30 minutes
	• Every interview includes the question "Which step in the problem solving process made the biggest difference to your project and why?"

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PART VI: OVERALL

(30 points possible)

A. CREATIVITY measures the creative, innovative, productive, and original thinking evidenced throughout the project, supporting documentation, and interview. Evaluators should review each part of the project for inventive or unconventional thinking and for ideas indicating fresh insights and perceptions. Responses showing creativity are those requiring intellectual energy to make mental leaps beyond obvious or commonplace responses. Skillful use of the problem solving process is one indicator of creative thinking.

B. RESEARCH measures the application of research throughout the project. The process of completing the CmPS project is examined for connection to the research available on the chosen issue or concern, as well as specific knowledge displayed by students of issues and trends in general relating to the chosen Area of Concern. Background research into Area of Concern, related concepts and facts, and insight from community leaders demonstrate indications of research applied. Strong projects will incorporate evidence of research throughout the project, and not limit it to the discussion of resources required in the written report.

C. IMPLEMENTATION OF PROBLEM SOLVING PROCESS measures the ability to apply appropriate tools and steps of the problem solving process when generating challenges and solution ideas for implementation of the Plan of Action. Overall implementation of the problem solving process may occur within team dynamics or individual performance observed on site or at any other time during the scope of the project. This may apply to the application of creative problem solving tools or evidence of problem solving beyond the effectiveness scored in section A. Consistent focus on identified goals from start to finish indicates understanding and application of the problem solving process.

- *Did the students acknowledge obstacles (people, ordinances, funding, etc.) that had to be circumvented?*
- *Did the students demonstrate a successful use of problem solving skills to reach their goals?*
- *Did obstacles change the flow of the project?*

Using the Problem Solving Process

Part IV: Section A. Accomplishments: Effectiveness of Problem Solving evaluates the ability to use problem solving to overcome impediments to the project's success. This section, *Part VI: Overall,* includes the actual use of the problem solving process in the implementation of the Plan of Action and throughout the project's completion.

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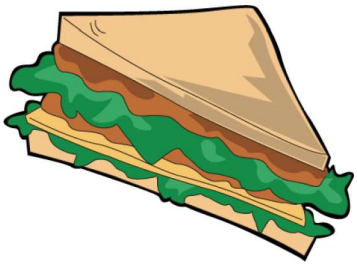
STRATEGIES FOR EFFECTIVE FEEDBACK

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 students 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 interact with students. Conversations between evaluators about projects must always be handled in an appropriate manner, as 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 a student, "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 students to rethink an idea. Asking "What in your project (or events) proves this happened?" puts the responsibility of explanation back on the students and encourages thought on their part. Writing a comment telling students that their reasoning is faulty doesn't help them 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, students 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 students improve 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, and was done so by a student. Evaluator feedback must consider the age/division of students. 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 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 experience and great potential for growth can produce sophisticated CmPS projects with major impacts on their communities. The best evaluator sets his/her expectations realistically high, offers feedback in a positive manner, and encourages students to reach their full potential.

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REMINDERS

Consider the age of the student.

FPS students 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 gone into both a Junior and a Senior Division project, a world of difference exists between the two finished products. Junior and some Middle Division CmPS participants may not have yet developed their own personal style and may have had limited 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 them of a different viewpoint, or impose beliefs on them. An evaluator's comments, interactions and scoring should reflect the facts, efforts and accomplishments of the project.

GRAND CHAMPION

At the International Conference, a Grand Champion for each division is determined from the nominated first-place winners in each category. Every evaluator in each division completes the Evaluation of Project Nominated for Grand Champion Award score sheet for each nominated 1st place project in their division. In the event of a tie, all evaluators will be asked to complete and submit the Evaluation of Project Nominated for Grand Champion Award score sheet for each project that is tied. In an effort to ensure that all evaluators have adequate knowledge of the projects nominated for Grand Champion, each division's evaluators will provide the nominated project names to the entire group of evaluators prior to the CmPS Showcase. All evaluators will visit these proposed projects during the CmPS Showcase to ask questions of the teams/individuals in order to gain information about the projects in the event that a tie needs to be broken in a given division. When the Grand Champion is determined, the places for other winners in that category are moved up in placement.

BEYONDER

Dr. E. Paul Torrance coined the word "Beyonder" 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 Beyonder Award.

- Projects that go beyond what is normally expected, have a special flair, or are innovative in approach or follow-through qualify to be reviewed for Beyonder.
- Beyonder is considered after the preliminary and on-site scorings are completed. Evaluators should make note of any exceptional effort found in the preliminary scoring so they make sure it will be taken into consideration during this on-site scoring.
- Evaluators may nominate a project that meets these criteria using the Evaluation of Project Nominated for E. Paul Torrance Beyonder Award form.
- All evaluators at the International Conference confer on the awarding of the Beyonder.

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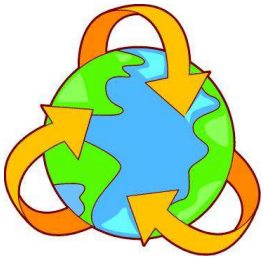

To help identify Beyonders, consider the following:

1. *Did the project go beyond the initial focus and required format of what was necessary?*
2. *Were creative ideas produced by the students and exhibited in the interview responses?*
3. *Was this project accomplished during class time or did the students go beyond the limits of the classroom and into the community?*
4. *Did the students create and implement a positive change or were they only catalysts for it?*
5. *Did the students face unexpected obstacles during the project? If so, how did the students handle them? Did the students find ways around, over, through or under obstacles that would have defeated others?*
6. *Did the students demonstrate an immeasurable passion for the project?*
7. *Does the project have far-reaching impact beyond the school year or project lifetime?*
8. *Does the project demonstrate overwhelming heart and dedication?*

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 Overview, Implementation of Plan, and the Addendum are scored at this stage. Project Outcomes is read, but not scored at this time.
- **On-Site Scoring**: Project Outcomes, Supporting Information and Overall scored on-site at the International Conference. Students are encouraged to work on projects right up to IC and bring an update with them.
- **Project Categories**: CmPS students request their preference of evaluation category, but are not guaranteed that request. Efforts are made to ensure that projects with similar areas of focus are compared to one another. The five category options are Civic/Cultural Issues, Education Issues, Environmental Concerns, Health Concerns, or Human Service Issues.
- **Displays**: **Student** generated materials, photos, precut letters, etc. may be brought to use while setting up their 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.

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