

Gold Award Project Proposal Rubric



Girl's Name: [Click here to enter the Girl Scout's name](#)

Reviewer's Name: [Click here to enter the reviewer's name](#)

| | | Does Not Meet Standards | Needs Improvement | Meets Standards |
|--|--|--|---|--|
| Prerequisites | | | | |
| <i>Related question in proposal: Prerequisite chart</i> | | | | |
| A | Completion of Prerequisite | <input type="checkbox"/> Is not a registered Senior or Ambassador Girl Scout; not in grades 9–12 <input type="checkbox"/> Has not completed the Silver Award, a Senior/Ambassador Leadership Award, or Senior/Ambassador Journey | <input type="checkbox"/> Is a registered Girl Scout in grades 9–12 <input type="checkbox"/> Has completed the Silver Award, a Senior/Ambassador Leadership Award, or Senior/Ambassador Journey | |
| B | Gold Award Training | <input type="checkbox"/> Has not completed Gold Award training, if applicable for council | | <input type="checkbox"/> Has completed Gold Award training, if applicable for council |
| 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. X, Your Guide to Going Gold (Guide)) | <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. X, 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. X, 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 (Pg. X, Guide) | <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 |

| | | | | |
|---|--|---|--|---|
| G | Project identifies national or global link to issue (Pg. X, 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. X, 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. X, 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. X, 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. X, 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. X, 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. X, 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. X, 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. X, 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. X, 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. X, 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. X, 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 | | | | |
| Plan presented to Gold Award Committee for feedback after proposal submitted in GoGold. | | | | |
| SHARE TIMELINE FOR FEEDBACK HERE | | | | |
| Additional Feedback: Click here to enter 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 | | | | |