



## Girl Scout Bronze Award Rubric

When you decide to earn the Girl Scout Bronze Award, you are on your honor to complete the Bronze Award steps accordingly. This rubric can be used to ensure your project aligns with what is expected of a Girl Scout Bronze Award project. This tool lists criteria and provides examples of performance quality. We encourage you to use this rubric as you develop, carry out, and evaluate your own Girl Scout Bronze Award project.

STEPS	Does Not Meet Requirements (Needs Improvement)		Meets Requirements		Exceeds Requirements	
	Definition	Example	Definition	Example	Definition	Example
<b>Step 1: Go on a Girl Scout Journey</b>						
Complete one Girl Scout Junior Journey including awards and the Take Action project.	Girls do not complete all awards in the Junior Journey.	Girls only earn one Journey award, or do not complete the Take Action project associated with the Journey.	Girls complete all of the awards in <b>one</b> Junior Journey including the Take Action project.	N/A	Girls complete all of the awards in <b>two</b> Junior Journeys including the Take Action projects.	N/A
Girls are in grades 4–5.	Girls are not in the 4–5 grade range.	Third graders start their Bronze Award project.	Girls are in grades 4–5.	Girl Scouts begin and complete their Bronze Award project while they are in grades 4–5.	N/A	
<b>Step 2: Build Your Girl Scout Junior Team</b>						
Create a team, either a troop or group of Girl Scout Juniors or a solo girl with members of the community.	One girl works on her Bronze Award project alone without building a team.	One girl completes an invasive species project at a local park. She does not consult with the Parks Department or other park entity throughout her project.	Girl(s) work on Bronze Award project in a group of Girl Scouts Juniors or solo with members of the community.	Girl(s) complete an invasive species project at a local park, making sure to consult with the Parks Department prior to carrying out the project.	Girl(s) work on Bronze Award in a group of Girl Scouts Juniors or solo with members of the community and recruit(s) additional help.	Completing an invasive species project at a local park, making sure to consult with the Parks Department prior to carrying out the project. Works with the Parks Department to recruit additional volunteers for the day of the project.
<b>Step 3: Explore Your Community</b>						
Girls explore their community and complete the Observation List in the <i>Bronze Award Girl Guidelines</i> booklet.	Girls do not explore their community or fill out the Observation List.	Girls choose to do a project at the Humane Society because they like animals. They do not explore their community or complete the Observation List.	Girls explore their community and use the Observation List, filling out at least <b>three</b> observations fully.	A need for a ramp in a nearby park was noticed by girls after a field trip to the park. Girls recorded this on their Observation List along with two other ideas.	Girls explore their community and use the Observation List, filling out at least <b>five</b> observations fully.	Girls see five different Bronze Award project options because they spent time observing issues in their community.

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<b>Step 4: Choose Your Girl Scout Bronze Award Project</b>						
Fill out the Project Idea Chart in the <i>Bronze Award Girl Guidelines</i> booklet, including who you talked to, what you learned, and your ideas for projects that could be created.	Did not talk to any experts, did not fill out the chart fully.	Girls asked an older sibling or their co-leader what to do for their project and chose that project.	Project Idea Chart is used, girls talked to <b>at least one expert</b> , noted what was learned, and created a list of ideas.	Spoke to a City Counselor about what could be done to improve the community.	Project Idea Chart is used, girls talked to <b>four or more experts</b> , noted what was learned, and created a list of ideas.	Spoke with teachers, parents, police officers, and a nurse about what could be improved in the community.
Girls come up with idea for their project on their own.	Someone other than the girls comes up with the idea.	Troop co-leader tells girls that they will be creating a mural for their Bronze Award project.	A girl's idea is used for the project.	A girl observes that some kids at her school lack school supplies. The girls decide that starting a yearly supply drive for kids that cannot afford supplies will be their Bronze Award project.		
<b>Step 5: Make a Plan</b>						
A clear goal is created for project.	No goal, or no clear goal, is created.	Girls collect food, but do not know where they will donate it or who will be able to use it.	A clear goal is created.	Girls set a goal to obtain 100 winter jackets for a shelter in their community.	Goal is written in SMART format: Specific, Measurable, Accountable/Attainable, Relevant, Time Bound.	Girls create a SMART goal: their project will direct 20 kindergartners in daily activity outside of gym class to help interact with others for one semester.
The Budget Sheet in the <i>Bronze Award Girl Guidelines</i> booklet is used to estimate income and expenses. All additional money-earning follows GSWISE guidelines.	Budget Sheet is not used.	Project is started with no plan for how much things will cost.	Budget Sheet is used to estimate income and expenses. All additional money-earning follows GSWISE guidelines.	Girls plan how much supplies for posters will cost and decide that they will use income from cookie and nut sales to cover it.	Budget Sheet is used to estimate income and expenses. Girls include possible donations they will seek. All additional money-earning activities follow GSWISE guidelines.	Girls price out all of their items for their mural, including paint and brushes. Girls decide to use income from cookie sales to cover costs. Girls add that they will ask paint store for a donation to reduce costs.

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<b>Step 6: Put Your Plan Into Motion</b>						
Create a Planning Chart (found in the <i>Bronze Award Girl Guidelines</i> ) and follow those steps to complete the different parts of the Bronze Award project.	The Planning Chart is not filled out or only partially filled out.	The Planning Chart was not used to designate tasks for girls to complete any part of the Bronze Award project.	The Planning Chart is completely filled out, describing <b>at least three tasks</b> , and all tasks have been completed.	The Planning Chart is used to describe six tasks needed to create an after school reading program. All columns are filled in, and each girl is given tasks and due dates.	The Planning Chart is completely filled out, describing <b>five or more tasks</b> . All columns are filled in, effectively dividing responsibilities. Jobs are completed in a timely manner.	The Planning Chart is used to describe twelve tasks needed to create an after school reading program. All columns are filled in, and each girl is given tasks and due dates.
Ensure that all activities that are part of the Bronze Award project follow the rules listed in <i>Volunteer Essentials</i> and <i>Safety Activity Checkpoints</i> (available at <a href="http://gswise.org">gswise.org</a> ).	Girls do not consult <i>Volunteer Essentials</i> or <i>Safety Activity Checkpoints</i> for one of the Bronze Award project activities.	The group holds an outdoor activity as a part of their Bronze Award project but they do not ensure that a certified first aider is present. One of the rules listed in <i>Safety Activity Checkpoints</i> is broken.	Girls ensure that the rules listed in <i>Volunteer Essentials</i> and <i>Safety Activity Checkpoints</i> are followed <b>before</b> they hold a Bronze Award project activity.	After reviewing <i>Volunteer Essentials</i> and <i>Safety Activity Checkpoints</i> , the group makes sure to have a first aider present at their outdoor event because <i>Safety Activity Checkpoints</i> lists it as a requirement.	N/A	N/A
<b>Step 7: Spread the Word</b>						
Girls thank all the people and groups who helped with their Bronze Award project.	Girls <b>did not thank everyone</b> who helped them with their Bronze Award project after it was completed.	Girls only thanked the troop co-leaders who helped them with their Bronze Award project.	Girls <b>thanked everyone</b> who helped them with their Bronze Award Project after it was completed.	Girls created and sent thank you cards to everyone who helped them with their Bronze Award project.	Girls <b>went above and beyond to thank everyone</b> who helped them with their Bronze Award project after it was completed.	Girls called each person and sent them a letter in the mail to thank them for their help with their Bronze Award project.
Girls share their experience in some way.	Girls <b>do not share their experience</b> after they complete their project.	Girls complete their Bronze Award project but do not share their experience with anyone.	Girls reflect on their Bronze Award project together and <b>share it with one other group</b> (family, friends, school, etc.)	Girls reflect on their Bronze Award project together. They then get permission from their teacher to do a presentation in class about what they did and how it helped the community.	Girls reflect on their Bronze Award project together. Then they <b>talk about what they did with several groups</b> (family, friends, school, church, social media, local newspaper, etc.).	After reflecting on their Bronze Award project, girls work together to create a presentation and a blog with pictures and videos. They share their blog at presentations throughout the community, they also write an article for their school newspaper and reach out to the local newspaper to share their story.

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<b>Step 7: Spread the Word (continued)</b>						
Girls complete one <i>Girl Scout Bronze Award Final Report</i> .	No report is completed, or an adult fills out the <i>Girl Scout Bronze Award Final Report</i> .	The mother of a girl completes the <i>Girl Scout Bronze Award Final Report</i> .	A girl or group of girls work together to fill out one <i>Girl Scout Bronze Award Final Report</i> .	After the project is complete, girls meet and completely fill out the report together.	A girl or group of girls work together to fill out one <i>Girl Scout Bronze Award Final Report</i> . Girls utilize an adult to make sure the spelling and grammar is correct.	After the project is complete, girls meet and completely fill out the report. Girls have the troop co-leader check their spelling and grammar.
The <i>Girl Scout Bronze Award Final Report</i> must be completed and turned in by September 30, after girls complete 5th grade or before they bridge to Girl Scout Cadettes, whichever comes first.	The <i>Girl Scout Bronze Award Final Report</i> is turned in after September 30 during the girls 6th grade year.	N/A	The <i>Girl Scout Bronze Award Final Report</i> is turned in on or before September 30 of the year when girls complete 5th grade.	N/A	N/A	N/A