girl scouts of wisconsin southeast

Standards of Excellence Rubric

When you decide to earn the Girl Scout Gold Award, you are on your honor to uphold the Standards of Excellence. These standards set a high benchmark for everything you do and invite you to think deeply, explore opportunities, and challenge yourself. Following the Standards of Excellence challenges you to develop yourself as a leader, achieve the Girl Scout Leadership Outcomes, and make a mark on your community that creates a lasting impact on the lives of others.

STEPS	Does Not Meet Standard (DNM)		Needs Improvement (NI)		Meets Minimum Standard (MS)		Above Average (AA)		Exceeds Standards (candidate for Young Woman of Distinction) (YWD)	
	Project does not meet Girl Scout Gold Award Standards				Project achieves Girl Scout Gold Award standards					
	Definition	Example	Definition	Example	Definition	Example	Definition	Example	Definition	Example
Step 1: Identify an Issue - Use your values and skills to identify a community issue you care about										
Project demonstrates civic responsibility by clearly identifying and addressing the root cause of a valid community need; Girl articulates issue clearly and explains why it matters to her and the community	The issue was selected because the girl is interested in the topic, but does not have any validation or research behind it and no root cause is explained	Teaching dance	The issue addresses some need in the community, but little or no research is evident and a small explanation is provided; No root cause is explained	Teaching dance because some cannot afford to take it	The issue addresses a commonly known need in the community; Some research has been conducted and presented in the project explanation; A root cause is explained	Teaching dance to help youth improve self-esteem	The issue addresses two aspects of a commonly known need in the community; Moderate research is shared in the explanation; A root cause is explained	Teaching dance to help youth improve self-esteem and physical fitness	The issue addresses three or more aspects of a need in the community; Thorough research is shared in the explanation; A root cause is explained	Developing and teaching a "Healthy You" course to underserved/at-risk youth to improve self-esteem, fitness and respect through dance
Step 2: Investigate - Research everything you can about the issue										
Research is conducted using a variety of sources (interview people, read books/articles, find professional organizations, etc.) and each source is evaluated for reliability and accuracy	No research has been done; The girl knows little about the background/ implications of her project	N/A	Little research has been completed; Only utilized one source; Source's credibility has not been evaluated	Read an article online	Girl has used more than one credible source to acquire information on her project issue	Interviewed a local expert and found professional articles online	Research is thorough and demonstrates understanding of multiple aspects of the issue	Interviewed professionals and surveyed those who will be impacted by the project	Research is thorough and is a critical component of the solutions implemented by the project	Research is derived from interviews, surveys, books, articles, and professional organizations; Based on the conducted research, the project addresses multiple aspects of the issue
Target audience (those who will be involved and benefit from the project) is clearly identified	Only immediate network	Self, family, Girl Scout Troop	Immediate community	Church group, club, school	5-20% of those impacted are beyond the girl's current network	Local community, organizations, or businesses	20-50% of those impacted are beyond the girl's current network reaching to nearby communities or counties	Multiple communities and diverse audiences	Greater than 50% beyond current network reaching state, national, or global community	Engaging communities state-wide, nation-wide, or other countries
Project explains a national or global connection	No national or global connection identified	Teaching dance	Global or national connection is implied	Teaching various types of dance	National connection is made in a basic or general way	Lack of self-esteem among girls ages 9-15 is a national issue because there is repeated media coverage about it	Global or national connection is made in a more advanced or specific way	The National Institutes of Health report that 56% of girls in the U.S. ages 9-15 suffer from low self esteem	Global or national connection is clearly identified and well documented	The Girl Scout Research Institute has demonstrated that in North America dance is an activity that improves self-esteem in girls ages 9-15

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Step 3: Get Help, Build a Team - Invite others to support and take action with you										
A project advisor is identified and appropriate for the root cause of the issue. The project advisor completes a background check.	Immediate family member or Girl Scout Troop Leader	N/A	Selected a family member who has some knowledge of the issue	Project involves building with wood and Uncle is chosen because woodworking is a hobby	Is an expert in this issue	Works at the organization that is benefitting from the project or location project is being held at	Multiple advisors selected with expertise	Master gardeners for a gardening project	Multiple advisors with expertise for each aspect	Master gardener, landscape architect, nursery manager
Team members and their roles are identified	Self and maybe one other person	Girl and her friend	Selected troop members or friends	Girl and family members or friends	Team of 3-5 logically assembled from local network	Recruited kids from school interested in the project's issue	Team of 5-10 assembled from local or larger network	Opportunity to participate in project is shared with community	Team of 10 or more assembled from beyond local network with strategic thought of leveraging skills/ expertise	Individuals from specific groups with an interest in the project's issue are recruited to participate in the implementation of the project
Project allows girl to demonstrate active leadership	None shown; Not leading anyone	Asks adults for direction/ permission; Executes project alone	Leads 1-3 people in execution of project	Two troop members run topic tables at the event	Leads identified team members in execution of project	Communicated needs for the event; Delegated preparation tasks to project volunteers	Leads team members; Project provides leadership of the audience	Works with a team of volunteers/ experts to share workshops with community	Entire project displays active leadership, both in the preparation and implementation of all activities	Girl connected with community businesses and organizations to leverage their assistance; Developed workshops by consulting with experts; Utilized volunteers in prep and delivery
Project actively engages, involves, or informs members of the community	None engaged or engaged passively	Building a website, writing a booklet	Less then 20 people engaged	Building a website and creating a bulletin board or pamphlet	Engages 20-50 people in local community	Teaching kids to make quilting squares, then assembling them into quilts that will be used in homeless shelters	Engages 50-100 people with active engagement strategies	Booth with demonstrations at a community event	Engages 100 or more people	Interactive informational sessions at multiple community events/ functions

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Step 4: Create a Plan - Create a project plan that achieves sustainable and measurable impact										
Project ensures that the issue will continue to be addressed after the girl's involvement; Sustainability is clearly a focus of the plan	No plan for sustainability	N/A	Limited/undefined impact after project is completed	Mats made of recycled materials and given to homeless will benefit them for years	What the project does by nature of its design is sustainable	A civic group will continue to hold the event annually	More effort toward sustainability established	Plans are in place for a civic group to continue project; Girl has provided a step-by-step planning tool for easy future implementation	Project expands from the original intent and engages a community beyond the original target	Project's impact gains national exposure after it was shared as a highlighted convention topic
Project goals are clearly defined and quantifiable making an impact on the target audience (SMART)	No goals	N/A	Goal is stated in the form of feelings	"I hope to... I want to... They will grow from the experience..."	One goal written in SMART format: Specific, Measurable, Accountable/ Attainable, Relevant, Time Bound	My project will direct 20 kindergartners in daily activity outside of gym class to help interact with others for one semester	Two goals written in SMART format: Specific, Measurable, Accountable/ Attainable, Relevant, Time Bound	See previous example x2	Three or more goals written in SMART format: Specific, Measurable, Accountable/ Attainable, Relevant, Time Bound	See previous example x3+
Step 5: Present Your Plan and Get Feedback - Clearly detail your project plan to your Girl Scout Council										
Timeline is realistic and appropriate for the scope of the project; Paperwork is complete and submitted within deadlines	No timeline; Paperwork required special handling	Missing signatures/ project is set to begin prior to interview	Project will be completed in two weeks or less	One event is held and project is complete	Minimum of 5 tasks are outlined and defined	Planning, gathering materials, event execution, educating others, posting on YouTube	More than 5 tasks are outlined and defined	Planning, gathering materials, develop team for event, marketing & communications, event execution, educating others, posting on YouTube	More than 10 tasks are outlined and defined	Pre-planning, planning, gathering materials, develop team for event, meeting with team members, marketing & communications, making pitches to organizations, event execution, event wrap-up, educating others, posting on YouTube

Step 5 continued on next page

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Step 5: Present Your Plan and Get Feedback - Clearly detail your project plan to your Girl Scout Council (continued from previous page)										
Budget is realistic and appropriate for the scope of the project; Paperwork is complete and submitted within deadlines; Income covers expenses	No budget	N/A	Budget has only total expense stated	Event will cost $ ____.	Expenses are defined; Known income accounted for; A backup plan is in place	The event will cost $145; each item is broken out; I will contribute $100 in cookie money, host car wash to earn remaining $45; If needed, extra money will be earned babysitting	Expenses are clearly defined; Known income is accounted for; A backup plan is in place; Girl has received quotes; Girl is contributing monetarily to her own project	T-shirt company quoted $200 (50% discount) for 100 T-shirts; itemized list of other supplies from WalMart totals $65; girl contributes $100 in cookie money and $100 earned from weeding gardens; Plans to ask for an in-kind donation from WalMart	Expenses are thoroughly and clearly defined; Known income is accounted for; A backup plan is in place; Girl has received quotes; Girl is contributing monetarily to her own project; Some expenses covered through other means such as grant/s	Quotes have been received for all projected expenses; Practice shopping trips have been completed to total known expenses; Girl will contribute $___ in cookie money and $___ earned by setting up and running a service-a-thon; Girl has researched and plans to apply for a grant which will cover 75% of expenses
Income and potential money-earning activities and/or requests for donations are explained and follow council requirements (i.e. cookie/nut product sales)	Not explained	Girl says she will get supplies by asking for a donation.	Listed but violate money-earning policies as outlined in the finances chapter of *Volunteer Essentials*	Timeline does not include approval from council for money-earning event	Outlined and follows all policies and required permissions	Requests donations of materials from businesses in the community after submitting an *In-Kind Donations Request Form* to council and being approved to do so	Creative solution for funding project	Producing homemade dog biscuits and selling them at a farmers' market to raise funds for creation of dog park	Highly creative solution for funding project including multiple organizations/sources	Engaged student body in a "penny war" after submitting a *Money-Earning Application* to council and receiving approval; Obtained donation from local Veterans of Forgeign Wars organization after submitting an *In-Kind Donations Request Form* to council and being approved
Connect with and utilize feedback from the volunteers on the Gold Award Mentor Committee prior to, during, and after the proposal interview	No response to mentor/mentor committee's initial contact	Girl does not respond to mentor's calls or emails	Contact made with mentor/mentor committee but feedback was not accepted; no further dialogue regarding refinement of project plan	Mentor gives suggestions to help refine project plan, but no changes made and no counter explanation presented	Girl accepts constructive suggestions and works with mentor to edit project plan in order to be fullly prepared for her proposal interview	Mentor /mentor committee suggests adding components to project in order to expand the scope of people reached; Girl does so by editing her plan to include presentations at community events	Girl continually reaches out to mentor/mentor committee, accepts constructive suggestions, and works with mentor to edit her project plan in order to be fullly prepared for her proposal interview	At first meeting mentor/mentor committee asks girl to adapt the project timeline; Girl adapts timeline and then contacts mentor again to verify that changes match with their recommendations	Girl reaches out to mentor before, during, and after interview; Accepts constructive suggestions and works with mentor to edit her project plan to incorporate all advice and feedback she is given	Girl received several suggestions for bettering her project and worked with her mentor to ensure that she incorporated them to expand the depth and scope of her project's impact and how it would address the root cause of her chosen issue

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Step 6: Take Action										
Project reflects the spirit of Girl Scout Promise and Law	No		No		Yes		Yes		Yes	
All Volunteer Essentials Safety Activity Checkpoints are followed	No		No		Yes		Yes		Yes	
Utilize Project Advisor effectively	No advisor is listed OR advisor listed is troop leader or immediate family member		Advisor is identified, but did not complete background check	Girl has not yet met with the potential advisor	Obtained some feedback after initial meeting/recruitment	Timeline reflects only one meeting with advisor	Interaction with advisor for advice and feedback occurs multiple times at different phases of project	Networks to find person in field of interest; shadows advisor, presents ideas to advisor, works with advisor to fine tune details	Taps advisor for expert input to achieve highest results for the project goals; Utilizes advisor's network to broaden project's exposure to others	Advisor provides opportunity for project to be presented at Regional convention
Maintained contact with Gold Award Committee Mentor	No contact made		No contact made		Responded to mentor's initial contact.; Advises mentor of major changes to project plan	Email or one phone contact made regarding initial interview	Responded to mentor's initial contact with request for advice and feedback	Shared concerns with mentor. Kept mentor in the loop with updates on project	Included mentor in as much of the project as she could; invited to events, shared achievement of timeline goals	Included mentor via multiple communication tools: email, phone, sharing blog/website and face-to-face meetings
Step 7: Educate and Inspire										
Educates others about the issue	No educational component		Educates/involves family and troop or service unit		Educates/involves 20-50 people	Attends one community event and shares project at a booth	Actively educates/ involves 50-100 people	Goes to several organizations and gives speech educating them on the issue	Actively educates/ involves over 100 people via multiple channels of communication	Develops program for healthy lifestyle changes for children; Kicks off with school rally,includes weekly afternoon activity secessions, presents booth at parent-teacher conferences

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Step 8: Submit Final Report and Schedule Final Interview										
Final report is well written with all questions answered in detail including ties back to the original project proposal. An accurate and complete budget and timeline are presented. All signatures are included.	Missing information; one line answers		Short two-line answers or many grammatical errors; More like a draft than a final		Adequate responses, no grammatical errors		Responses are specific and conduct a good self-evaluation		Responses are thorough and share details that give any viewer a complete and accurate picture of what was done with passion and energy	
Each of the project goals were met; SMART goal results included	None were met		Some were met with no explanations		Some were met and adequate explanations were made for those not met		Met and slightly exceeded; If not met a substitution or addition was made to compensate		Met and significantly exceeded all goals. Challenges were clearly documented with adjustments and outcomes noted; Mentor was involved and agreed with adjustments along the progress of the project	