Wisconsin Future Problem Solving
Affiliate of Future Problem Solving Program International

Community Problem Solving

Project Information
2019-20

Intent to Submit due January 17, 2020
Entries due February 19, 2020

Wisconsin CmPS Entry Information 2019-20

**Contact wisfps2@charter.net to request a workshop on
applying the problem solving process and thinking tools to CmPS!**

Community Problem Solving is for
TEAMS
or INDIVIDUALS

Wisconsin CmPS	Entry Fee	State Bowl Fee Due mid-March
Individual	$50	$30
Team	$60	$40

Submission Items

How	What	To
Email by January 17	Intent to submit a project	Lynn at wisfps2@charter.net
Mail by February 19	Entry sheet Written report Addendum Scrapbook	Lynn Buckmaster 3318 Conservancy Lane Middleton, WI 53562
Email by February 19	Entry sheet PDF of Publication releases	wisfps2@charter.net
Mail/Email by Feb 19	PO or check for entry fee	Lynn Buckmaster 3318 Conservancy Lane Middleton, WI 53562

Notes

- All first and second place projects are invited to the State Bowl. Other projects may also be invited.
- Teams/individuals may continue to work on the project between the February submission and State Bowl.
- At State Bowl, teams/individuals will set up a display table and give an oral presentation at the Opening Ceremony on Thursday evening. Students will participate in a CmPS interview and possible additional presentation to students.
- First place projects are not automatically qualified for International competition. The CmPS evaluator makes a separate determination as to whether a project is of high enough quality to go on to International.
- High quality second place projects may also be submitted for consideration for an international invitation.
- Additional submission information will be provided to those qualifying for the International Conference.
- Wisconsin FPS pays the International entry fee for those qualified to advance.
- A maximum of 15 team members may participate in the interview at the International Conference.

CmPS Project Types

Single Year Project	A project completed by a team or individual <u>within one school year</u>. The submission must include: • Title Page with required elements • Written Report with required elements (max of 6 pages plus timeline) • Addendum (max of 6 pages) • Scrapbook documenting the project (no page limit)
Multi-Year Project	A project completed by a team or individual over a time period of <u>more than one school year, that is being submitted for the first time</u> for competition. The submission must include: • Title Page with required elements • Written Report (max of 6 pages plus timeline for each year of project) • Addendum • A roster of participants for each year of the project. At least 50% of students must be the same in each year. • Scrapbook documenting the project (no page limit)

Evolving Project	A project completed by a team or individual that <u>builds upon a previously submitted project</u>. Evidence must be clear that new and thorough problem solving has been implemented. The submission must include:
	• Title Page with required elements
	• Preface with required elements that detail the differences between the first submission and the current submission (request form, max of 2 pages)
	• Written Report with these changes to the required elements (max of 6 pg)
	    o MODIFIED Area of Concern to reflect the transition from the previous project to the current project
	    o NEW Underlying Problem and Plan of Action related to the modified Area of Concern
	    o REVISED Challenges and Solution Ideas that tie directly to the Area of Concern and Underlying Problem
	    o Revisions to the rest of the report to reflect the new work
	    o 7th page with a timeline that clearly shows the accomplishments of each year of the project
	• Addendum revised to update the project
	• A roster of participants for each year of the project; at least 50% of team members must be constant throughout the work on the project
	• Scrapbook documenting the project (no page limit)

Duplicate Project	A "duplicate project" has a report, activities, timelines, and/or details, etc. that are <u>nearly identical to a previously submitted project or that consist of only minor changes</u>, e.g. 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. Any penalties may be assessed at the discretion of the Executive Director.

Wisconsin Supplemental CmPS Project Requirements

One of the strengths of the Future Problem Solving Program is that students become thoroughly familiar with a problem solving process that can be applied to many complex situations in their lives. The introduction to the Project Overview portion of the written report for CmPS emphasizes the importance of the problem solving process, and this part of the written report asks for a description of the use of the process throughout the project.

Our supplement to the project requirements is not intended to be an additional burden; it is intended to ensure that students do, in fact, understand the problem solving process and can use the steps of the process flexibly as they work through their project. We also know that there are many creative and critical thinking tools that are very appropriate to the problem solving work done in CmPS.

Our goals for the supplemental requirements
- Problem Solving Process: Every team member will understand the problem solving process, will participate in its application throughout the project work, and can explain the process and how it was used to others. This has always been an expectation for CmPS, but may not have always been accomplished.
- Thinking Tools: Every team member will experience and can describe the use of at least 3 thinking tools for problem solving (in addition to basic brainstorming). This is an enhancement to the first goal. We are actually hoping that the thinking tools will make it easier to highlight the problem solving process, rather than more difficult. All team members do not need to experience the same 3 tools.

**What we have done to help you reach these goals**
- Problem Solving Process: When reading through the descriptors for the problem solving process as used in the Global Issues Problem Solving component, it is clear that some of the descriptors do not really apply to CmPS. Therefore, we have created a DRAFT of the process that is focused specifically on CmPS.
- Thinking Tools: We have spent many hours adapting a wide variety of creative and critical thinking tools specifically for CmPS. For each tool, we have provided explanations and directions, a completed sample with a CmPS focus, and a blank form for your use. You may purchase this publication on the sales page at wisfps.org.

Other ways we can help
- Training session: If you want, one of us will be happy to come to your school to meet with your students. We will discuss the problem solving process as it applies to CmPS and introduce some of the creative and critical thinking tools.
- For the future: Potentially we may create a narrated PowerPoint with this same information that would be available for any CmPS coaches in the future.

Evidence required to show that the two goals have been met

- Scrapbook: Include a section in the scrapbook that provides more explanation of the use of the ***steps of the*** ***problem solving process*** than can be included in the written report, along with examples of the ***thinking tools*** used in relationship to those steps. For example, show when you used the various steps of the process. Perhaps you started with an Underlying Problem and then conducted research to learn more about your Area of Concern and the potential Challenges. Show the tools you used to assist you with the process. For example, you may use the Attribute Listing 1 tool to generate many, many ideas for challenges. You may only select some of these to include in the written report, but you can include the actual Attribute Listing sheet in the scrapbook showing all of the ideas generated. (It can be included exactly as used; it does not need to be "fancied up.")
- Interview: We will conduct CmPS interviews at State Bowl. Part of the interview will be a discussion of how the team used the *problem solving process* and the *thinking tools* that supported the use of the process.
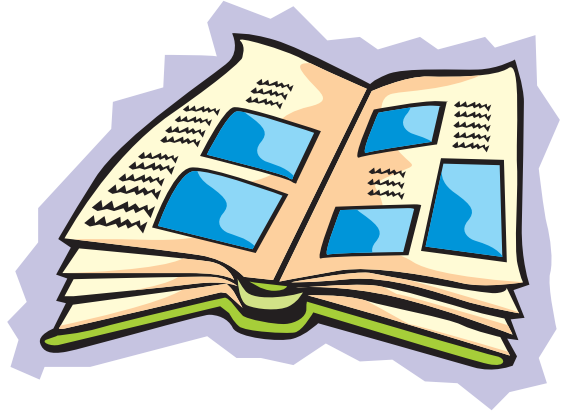
On the next few pages you will find

1. Problem Solving Process: The steps of the problem solving process with a CmPS focus.
2. Thinking Tools Chart: A chart showing all of the creative and critical thinking tools available for your use. The actual tools are provided in a publication that you may purchase on the sales page at wisfps.org.
3. The Problem Solving Process is Flexible!: Examples showing how the steps of the process may be used flexibly in CmPS rather than in a linear fashion from steps 1 through 6.

The Problem Solving Process for CmPS

The problem solving work in Community Problem Solving is based on the Creative Problem Solving (CPS) process. This is a powerful process that can be applied to many complex situations in education, business, community, and personal settings. In CmPS, parts of the problem solving process may be used in any order; some steps will be used multiple times. Students involved in CmPS should understand the problem solving process and related thinking tools, and should be able to discuss the use of the process throughout their project. The portion of the written report referred to in this outline is the first part, Project Overview. See the CmPS Project Information document for more details on writing the written report.
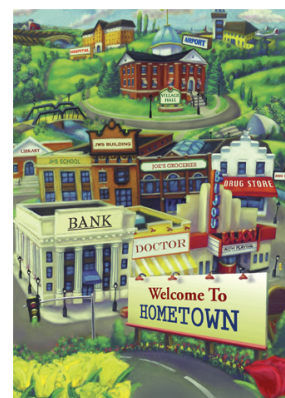
Develop an Area of Concern

- If needed, generate issues, concerns, and problems related to a community of school, city, county, state, nation, other countries, etc. that may serve as an area of concern.
- Conduct research to thoroughly investigate one or more areas of concern, including interviews, print resources, online resources, etc.
- Use thinking tools to generate issues, gather research information, and or select the area of concern. If used, share the thinking tools in the scrapbook.
- Thoroughly describe the selected area of concern in the written report.

1. Identify Challenges

- Analyze the area of concern for potential challenges from many perspectives – those that cause the situation, may result from the situation, or may arise while trying to change the situation.
- Use thinking tools to explore ideas for challenges. If used, share the thinking tools in the scrapbook. All challenges generated may be shown in the scrapbook.
- In the written report, write some of the most important challenges clearly and concisely.

2. Select an Underlying Problem

- Consider the major issues in the challenges identified.
- Select a key verb phrase action goal that is an outgrowth of the challenges but narrows the situation to a manageable focus.
- Use thinking tools to explore ideas for action goals and for wording of the underlying problem. If used, share the thinking tools in the scrapbook. All work done on the underlying problem may be shown in the scrapbook.
- In the written report, write the underlying problem in correct format, including condition, key verb phrase, purpose, and appropriate parameters.

3. Produce Solution Ideas

- Generate a variety of potential solution ideas to the underlying problem, including ones that may not be used.
- Use thinking tools to generate and elaborate on ideas. If used, share the thinking tools in the scrapbook. All solution ideas generated may be shown in the scrapbook.
- In the written report, explain clearly a variety of the ideas generated. They do not need to all become part of the implementation plan.

4.-5. Evaluate Solution Ideas

- Generate possible criteria that could be used to evaluate the solution ideas.
- Use a thinking tool to apply the criteria to the ideas, such as an evaluation matrix, paired comparison analysis, or ALoU analysis. Share the criteria and tools used in the scrapbook.
- In the written report, briefly describe the criteria used as the rationale for selecting the solution ideas to be implemented. This is currently included in the Plan of Action section of the report.

6. Develop an Action Plan

- Create a plan with a timeline that outlines the major goals that you expect to be accomplished and some of the steps that will be taken.
- Use thinking tools to develop the plan or any portions of it. If used, share the thinking tools in the scrapbook.
- In the written report, describe the potential plan and the impact you expect it to have on the area of concern. More detailed information on actions taken and actual accomplishments will be described in other sections of the report.

Thinking Tools for CmPS

There are many tools for you to choose from. Our goal is that each CmPS student will experience the use of 3 of the tools as part of the problem solving process. All students do not need to use the same three tools; if the team is broken into smaller groups for various tasks, they may select tools specific to their needs.

Purchase the thinking tools publication on the sales page at wisfps.org

Type of Tool: G = Generating Tool, which is creative thinking
                  F = Focusing Tool, which is critical thinking

Problem Solving Step	Thinking Tool	Type
Overall	Brainstorming	G
Develop an Area of Concern	Futures Wheel	G
	From WIBAI to WIBNI	G
	Desired Future, Current Reality	G, F
	Plus Minus Interesting	F
	Sources of Data	F
	5 Ws and an H	G
1 Identify Challenges	Attribute Listing 1	G
	Focusing on Challenges	F
	Cross Impact Matrix	F, G
2 Select an Underlying Problem	Hits and Hot Spots	F
	Improvement Goals	G
	Dancing with Words	G
3 Produce Solution Ideas	Attribute Listing 2	G
	Checklisting for Possibilities	G
	Forced Relationships	G
	Morphological Matrix	G
4-5 Use Criteria to Evaluate Solution Ideas	Developing Criteria	G
	Paired Comparison Analysis	F
	ALoU with Criteria	F
	Evaluation Matrix	F
6 Develop an Action Plan	Assisters and Resisters	F
	Sequencing S-M-L	F

Sources for Development of the Thinking Tools:
- *Tools for Problem Solvers*, Donald Treffinger with other contributors, Future Problem Solving Program International, Inc., 2010.
- *Creative Problem Solver's Guidebook, 3rd Edition,* Donald Treffinger, Prufrock Press, 2000.
- *The Creative Problem Solving Kit,* Center for Creative Learning, Donald Treffinger et al., Prufrock Press, 2006.
- *Advancing Differentiation: Thinking and Learning for the 21st Century,* Richard Cash, Free Spirit Publishing, 2011.
- *The Problem Solving Experience: Classroom Curriculum Designed to Promote Problem Solving in the 21st Century,* Future Problem Solving Program International, 2011.

In CmPS the Problem Solving Process is Flexible!

In Global Issues Problem Solving, students work systematically through the process from step 1 to step 6. However, the process as applied to Community Problem Solving is far more flexible! These are examples of some portions of CmPS projects in which students began in different places, or found they needed to revisit some steps as they worked, or used the steps in a flexible manner as they ran into new information and/or obstacles.

Area of Concern 1 Challenges 2 Underlying Problem…	Students want to do a project but they don't know what. They use a variety of research and thinking tools to develop an Area of Concern, then move through the steps as needed.
1 Challenges Area of Concern 1 Challenges	A team wants to do something to support veterans. They begin by identifying the challenges they think veterans face. As they go back to research their area of concern further, they find that many of their assumptions are incorrect. They generate new challenges that reflect their updated understanding.
2 Underlying Problem 3 Solution Ideas 2 Underlying Problem 4-5 Evaluate to Select	Students decide on an underlying problem and brainstorm solutions. They have way too many that they want to implement. They go back to refine their underlying problem and whittle down their solution list. Then they evaluate the ideas to select the best.
2 Underlying Problem 3 Solutions 1 Challenges 2 Underlying Problem	Students have an underlying problem but are not coming up with many solution ideas. They go back to examine their challenges and rework their underlying problem to cover more ground. Then they are able to generate more solution ideas.
3 Solution Ideas 6 Action Plan 1 Area of Concern…	Students want to set up a recycling program. They start to make implementation plans, but realize they don't know enough about where the needs are. They gather further information to develop the area of concern.
3 Solution Ideas 6 Action Plan 2 Underlying Problem 3 Solution Ideas	A team brainstorms a variety of solution ideas for supporting veterans in their community. Once they begin investigating those solution ideas to create an action plan, they discover that some of the ideas are already being implemented and some will affect only a small number of veterans. They refocus their underlying problem and determine alternate ideas to their original solutions.
4 Evaluate Solution Ideas Area of Concern	With just a vague idea of an area of concern, a team discusses what they want to accomplish. They decide to use these ideas to write criteria that they will consult later to evaluate their solution ideas. They also use the ideas to explore their area of concern in greater depth.
6 Action Plan 1 Challenges 3 Solutions	Students are working on implementation of their action plan but they run into a roadblock. They spend some time examining the challenges that are facing them and generate solutions to combat the roadblock.

Required Elements for CmPS Projects

Entry Materials

Cover Sheet	Complete the appropriate cover sheet for Affiliate or International entries.
Publication Releases	Each student and coach must submit a signed Publication Release and Statement of Authenticity. If a project qualifies for advancement, these may be passed on to the International level.
Fee Payment	Pay appropriate entry fee for Wisconsin FPS. For those projects that qualify for advancement, Wisconsin FPS pays the International entry fee.

Written Report
Both Word (or .txt) and PDF formats required for International submission

Title Page ▪ One page ▪ 8.5 x 11 paper	ALL projects; attach to Written Report; identify ONLY… • Project Title • Division (Junior, Middle, Senior) • Team or Individual (no names) • Project Type (Single Year, Multi-Year, Evolving)
Preface ▪ REQUEST form for preface information ▪ Max of 2 pages ▪ 8.5 x 11 paper ▪ 0.5 or greater margins ▪ 12 point font ▪ Arial, Calibri, Times New Roman, Cambria	EVOLVING projects only; affix between title page and report • Current Project Title • Previous Project Title • Percent of team members continuing to participate in current year (must be at least 50% of prior year members) • Where and when this project has been presented (including Affiliate Bowls and the International Conference) • Explanation of why there was a need to continue the project • Current Underlying Problem • Previous Underlying Problem • Summary of current Plan of Action • Summary of previous Plan of Action

Written Report
▪ Max of 6 pages for info on the right
▪ Page 7 for timeline
▪ 8.5 x 11 paper
▪ 0.5 or greater margins
▪ 12 point font
▪ Arial, Calibri, Times New Roman, Cambria
▪ Single or double spaced
	ALL projects
	  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

Roster ▪ REQUEST form ▪ One page per year ▪ 8.5 x 11 paper	MULTI-YEAR and EVOLVING projects only; add after report List of participants for each year of the project

Addendum
PDF format required for International submission

Addendum ▪ Max of 6 pages ▪ 8.5 x 11 paper	ALL projects • A "mini-scrapbook" of supporting documentation highlighting accomplishments • May be in collage form or typewritten text • May include photos, copies of letters, newspaper articles, surveys, etc. • Items may be reduced in size but must be legible

Supporting Documentation

Scrapbook ▪ No page limit	ALL projects • Visual materials that show the actions and accomplishments described in the report • (Wisconsin) Section demonstrating use of the problem solving process and related creative and critical thinking tools • Well-organized with clear labels identifying the information • May be presented by CD, flash drive, online, or in standard paper format
Media Presentation	ALL projects at the International Conference • 3-5 minute audio-visual presentation: may use narrated PowerPoint, movie software, storytelling software, etc. OR • 45-90 second public service announcement in audio or video format
Display	REQUIRED at Wisconsin State Bowl; ALL projects at International Conference • Table-top display that provides an overview of the project and evidence of project outcomes • At the International Conference, participants must use the display board provided on site
Interview	ALL projects at Wisconsin State Bowl; ALL projects at International Conference • 15-minute (individuals) or 30-minute (teams) interview with evaluators to communicate a deeper understanding of the project • Every interview will include questions about the problem solving process, such as "Which step in the problem solving process made the biggest difference to your project and why?"

Projects not meeting the requirements will be disqualified.
All projects qualifying for the international level will be submitted via email.

Details for the Written Report

PROJECT OVERVIEW (Description of the problem solving process)

The first part of the report illustrates the students' use of the problem solving process in creating the Plan of Action. As with Global Issues Problem Solving, Community Problem Solving uses a six-step problem solving process but with adaptations and adjustments suited to the active nature of solving present-day real-world problems.

- Some projects will begin with a broad Area of Concern and work through the steps in order.
- Some projects will begin with a clearly defined problem. Some work may need to be done to explore all aspects of the problem and to determine if a broader scope is needed.
- Some projects will have a solution idea already in mind (for example, a recycling program). Students may need to do some research to determine if there is a significant Area of Concern and whether the solution idea addresses a clear Underlying Problem.
- Some projects will be continuing work that was begun in previous years (multi-year or evolving projects) that currently might be in any stage of the process.
- In some projects, students may encounter obstacles in their work that require them to go back to a previous problem solving step in order to then move forward.

All of these projects can be competitive in CmPS; all of these projects will benefit from use of all steps of the problem solving process. Students should experience use of all the steps of the process, in any order. The written report should describe all the steps of the process.

In this section, students should describe the problem solving process they used – challenges and solutions may be considered at different stages of the project. No matter where projects begin, they have an Area of Concern (whether broad and ill-defined or as clear-cut as a particular solution idea). The challenges identified by the students may range in scope from general issues within the Area of Concern to specific problems they'll face while implementing a plan. All projects need a well-focused and clearly stated Underlying Problem upon which to base the solution ideas and Plan of Action.

A. **AREA OF CONCERN**
Completely describe the situation addressed by the project. Include information from research about the situation, describe the community involved (whether it is school, local, state, national, or global), explain the significance of the situation, and tell why it is important to the students and the community. When reporting on a multi-year project, the report should include the work from all years of the project.

> **A. Scoring Criteria**
> Significance
> Completeness
> Clarity

B. CHALLENGES IDENTIFIED

Include a list of challenges the student(s) considered while analyzing the situation: challenges causing the situation, concerns resulting from the situation, and challenges which may arise while trying to change the situation. The challenges should demonstrate a thorough analysis of the situation (or solution idea if previously established) from as many

perspectives as possible. The challenges should be clearly written and demonstrate flexible and insightful thinking. This step should lead to the Underlying Problem or should show a clear connection to any previously established Underlying Problem or Plan of Action. 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, UPs, etc. (Note: Merely changing the wording of a previously submitted project does NOT constitute a new project – penalties will be assessed for these "duplicate" projects.)

C. UNDERLYING PROBLEM

The Underlying Problem (UP) should show relevance to the Area of Concern and be an outgrowth of the challenges identified in Part B. At this stage of the process, it is essential to narrow the situation, rather than taking on the entire Area of Concern at once. The UP should make clear the reasons for

focusing on a particular aspect of the Area of Concern. The Underlying Problem should clearly communicate desired outcomes. Use the Global Issues Problem Solving format when writing the UP – Condition Statement, stem, Key Verb Phrase, purpose, and appropriate parameters.

D. ALTERNATIVE SOLUTION IDEAS WITH CRITERIA AND EVALUATION

Students should generate a variety of solution ideas to the Underlying Problem and clearly explain them. If a project is based on an established solution idea, these ideas should help to focus the ideas for developing, refining, and implementing the Plan of Action. The ideas in this part should represent a thorough investigation of various

approaches to the Underlying Problem or Plan of Action and demonstrate flexible and insightful thinking concerning the possibilities for action. Students should use criteria and an evaluation method to select the most promising solution(s) — either a single solution or a combination that will create a focused and effective Plan of Action.

E. PLAN OF ACTION

This is the core of the CmPS process – **create a plan** for implementing the ideas from Section D. The Plan of Action represents what students *expect* to accomplish and the steps they plan to take. The plan should include a **working timeline** outlining major

goals and deadlines. The plan must demonstrate relevance to the Underlying Problem and provide a rationale for the selection of solution ideas. It should describe the impact students believe the plan will have on the Area of Concern and why this is the best way to solve the problem. The Plan of Action should be thorough – describing both activities to be carried out and how success will be evaluated.

IMPLEMENTATION OF PLAN (Description of actions taken)

The second part of the report illustrates students' accomplishments while carrying out the Plan of Action. In CmPS, the use of the problem solving process does not end with the Action Plan. Students should use the problem solving process in a flexible manner as they work to overcome obstacles, make decisions, and implement a Plan of Action. Students should demonstrate good organization, in-depth planning, and results consistent with the Plan of Action.

A. ACTIONS AND OUTCOMES TO DATE

Describe actions students have taken and the results of their problem solving activities. The report should cite activities leading to successful implementation of the Plan of Action, adjustments made in the plan, and steps taken

A. Scoring Criteria
Progress Made
Successful Implementation/Adaptation of Plan
Evidence of Effort

toward implementing remaining portions of the plan. Include all actions taken before submission of the report and addendum. Activities planned for completion after the submission deadline should also be described, to clarify the current status of the project for the evaluators. The focus should be on what has been accomplished so far; later accomplishments can be reported on-site in other materials and during the interview.

B. ORGANIZATION

In all team and individual CmPS projects, organization is important to the successful implementation of the Plan of Action. Teams' reports should indicate how the work was assigned and who carried out which tasks. Teams might divide themselves into committees or task forces and describe

B. Scoring Criteria
Clarity
Systematic Approach to Tasks
Involvement of Participants

the responsibilities of each. An individual carrying out a project must be well-organized; many individual projects involve working with others and the report should describe their involvement.

C. RESOURCE IDENTIFICATION AND UTILIZATION

The report should describe resources used in creating and implementing the Plan of Action. Resources such as agencies and people consulted, research used, and media contacts should be identified and utilized. Outreach into the community identified in the Area of Concern should be demonstrated.

C. Scoring Criteria
Thoroughness
Flexibility
Evidence of Outreach

PROJECT OUTCOMES (Description of accomplishments and impact)

In this section, students highlight their accomplishments, reflect on the outcomes, and analyze the impact of their project on the community. This section may be evaluated at the Affiliate level. At the International level, this section is reviewed but not scored during the Preliminary Scoring. Evaluators keep "Project Outcomes" in mind when forming interview questions and when scoring effort and accomplishments. "Project Outcomes" are scored on the IC On-Site scoresheet. Information from supporting documentation (scrapbook, display, media, interview) may also affect the scoring of this section.

A. ACCOMPLISHMENTS

This section illustrates the essence of the project – a summary of what students have accomplished while completing the project – and an analysis of the project's effectiveness. Progress toward goals should be thoroughly described, as well as difficulties in achieving the goals. The students should analyze the effectiveness of their problem solving process in developing and carrying out their plan. The report should address the impact of students' efforts on the Area of Concern and the Underlying Problem.

> **A. Scoring Criteria**
> Achievement of Goals
> Effectiveness of Problem Solving
> Impact on the Area of Concern and UP

B. REFLECTION ON OUTCOMES

The student(s) should assess the outcomes of the project and its impact on the community. Was the Plan of Action effective? Have the students' activities solved the Underlying Problem? What impact has the project had on the Area of Concern? How do students feel about the project now? If the plan is only partially accomplished, what remains to be done to achieve the goal? If the outcomes did not meet students' expectations, what might have been done differently or what new angle should be attempted in the future?

> **B. Scoring Criteria**
> Completeness
> Thoughtfulness
> Accuracy

C. SCOPE OF PROJECT

The scope of the project is judged on the supporting information available to the evaluators. It is the responsibility of the student(s) to make the evaluators aware of information that reflects the impact the project has had, the community support and involvement in the project, and the contacts and media coverage solicited and attained by the student(s).

> **C. Scoring Criteria**
> Community Impact
> Community Involvement
> Resolution of Area of Concern/UP

- **Community Impact –** assesses the positive impact the project has on the identified community. Is there documented evidence of the project making a positive difference? Is there documentation of a growth in community awareness? Is there documentation of the *student(s) taking action* in the community resulting in a positive impact on the project goals?

- **Community Involvement –** refers to the ability of the student(s) to involve the identified community in the project goals. Is there evidence of the student(s) seeking community involvement? Did the students make presentations to community groups? Did the student(s) seek input and/or help from the community government, citizens, or community organizations (Resource Identification and Utilization)? Did the community offer positive support for the project?

- **Resolution of Area of Concern/UP** – reflects the overall achievements of the students in resolving the challenges and problems, as they defined their Area of Concern and UP. Did the student(s) accomplish the original objectives? Is there a match between the size of the issues presented in the report and the scope of achievements? Have the issues in the Area of Concern and the challenges identified been resolved? Were the goals of the UP met by the project outcomes?

Details for the Addendum
(Documentation of accomplishments)

The addendum serves as a miniature scrapbook/portfolio to document the accomplishments described in the report. Students should select the most salient items from the scrapbook/portfolio for inclusion. Selections should clearly show the focus of the project, be easy to follow and understand, represent a variety of the actions taken, and be presented in a creative manner.

> **Addendum Scoring Criteria**
> Clarity
> Completeness
> Creativity

- The addendum may be in collage form using images or in standard typewritten text or a combination.
- Students may demonstrate what they have accomplished through photos, copies of letters written or received, newspaper articles, surveys, etc.
- Images of documents may be reduced to fit as long as evaluators are able to read and understand the reduced documents.
- Include captions to identify or explain photos, surveys, etc.
- For International submissions
  - Document must be in PDF format and submitted electronically via ROCS.
  - There is a 5 MB limit for each uploaded document. Try to reduce the size of photos, etc. without losing clarity. If the addendum is too large, the pages may need to be uploaded separately.
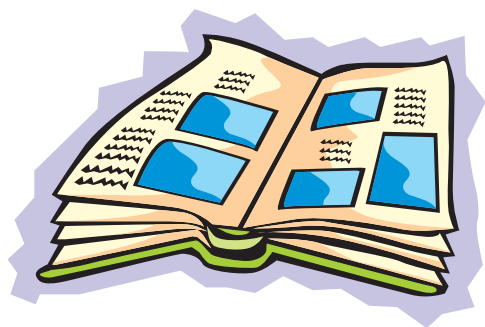
Details for Supporting Information

Each element of the supporting documentation should add to the presentation of the project and build on the report, rather than duplicating information already presented. These elements may be required by Affiliate Programs; all are required at the International Conference.

A. SCRAPBOOK/PORTFOLIO (Required by Wisconsin)

NOTE: For Wisconsin include a section showing the use of the problem solving process and related thinking tools. Materials included in the scrapbook/portfolio provide visual evidence of the actions and accomplishments described in the report and should present a complete picture of the project. The scrapbook

> **Scrapbook Scoring Criteria**
> Clarity & Organization
> Completeness
> Creativity

provides an in-depth look at the work and may be used throughout the evaluation as a source to verify claims made. Students should include information to demonstrate 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. Integral parts of this documentation may include flyers, advertisements, products created, letters, surveys, photographs of the students in action, newspaper articles, meeting agendas, notes from speakers or field trips, information about or hard copies of presentations made during the project, etc.. The scrapbook should be creatively arranged for visual appeal and be well organized, with clear labels identifying the information. *There are no size or length restrictions for the scrapbook/portfolio*.

The scrapbook/portfolio may be presented in a variety of formats, including on CD, flash drive, or online in addition to the more standardized paper format. If the team chooses to present the scrapbook in a less traditional manner, it must be able to be viewed by the evaluators. It is the responsibility of the team to ensure that technical difficulties do not prevent the evaluator from scoring this essential portion of the project.

B. MEDIA PRESENTATION (Required by International)

The media presentation highlights the students' accomplishments and provides documentation of actions that may be difficult to replicate on paper. Students are encouraged to surprise us with creative presentations! There are two options:

> **Media Scoring Criteria**
> Relevance
> Clarity & Completeness
> Call to Action

1. **Audio-Visual 3-5 minute presentation**: Students may use DVD, PowerPoint presentation with recorded narration, movie software, 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 done 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. It 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. It should be appropriate for public media to air on either television or radio stations.
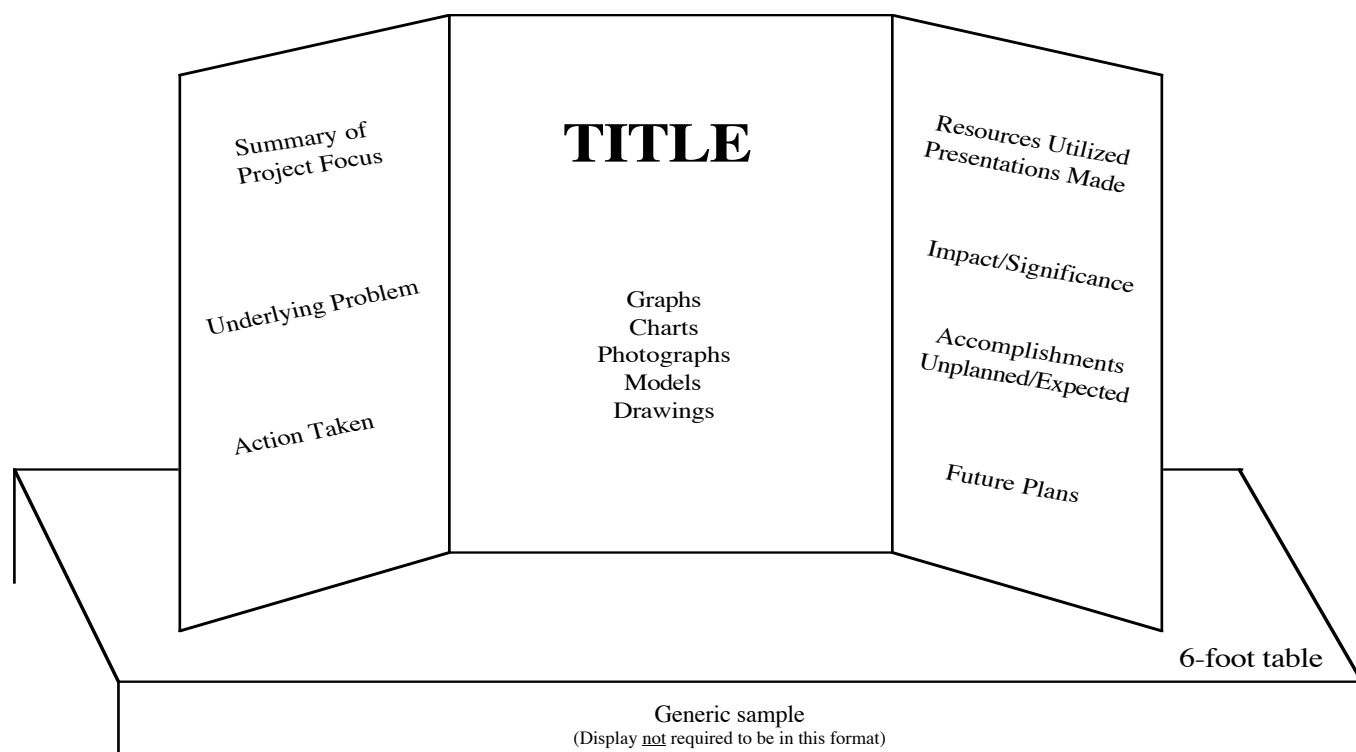
C. <u>DISPLAY</u> (Required if invited to Wisconsin State Bowl)

Students create a table-top display to provide an overview of the project and additional evidence of project outcomes. The display should quickly communicate the essence of the project, so viewers can understand the nature and importance of the project. A typical display table is 6 feet long and 30 inches wide. A standard display board is 36 inches high and 48 inches (12/24/12) across. The diagram shows an example of how the display board might be organized. Items may also be displayed on the table; items below the table are not evaluated. Creativity is encouraged!

<u>Note:</u> Students at the International Conference must use the display board provided on site and set up their display table without the help of a coach. More information is provided with IC materials.

Display Scoring Criteria
Relevance of Materials
Clarity of Communication
Visual Appeal

Summary of Project Focus

Underlying Problem

Action Taken

TITLE

Graphs
Charts
Photographs
Models
Drawings

Resources Utilized
Presentations Made

Impact/Significance

Accomplishments
Unplanned/Expected

Future Plans

6-foot table

Generic sample
(Display <u>not</u> required to be in this format)

D. <u>INTERVIEW</u> (Scheduled at Wisconsin State Bowl; Required at International)

Students participate in an interview to explain the project and update the evaluators on recent

Interview Scoring Criteria
Clarity of Responses
Depth of Responses
Evidence of Passion & Project Ownership

accomplishments and/or project changes. The evaluators ask questions about the project such as how the student(s) chose the focus of the project, the support received, problems encountered, reaction of the community, accomplishments, long-range plans, etc. The interview allows evaluators to deepen their understanding of the project, while allowing students to share their passion for the project and describe actions taken after the report was submitted. Interviews are 15 minutes for individuals and 30 minutes for teams.

Details for Overall Scoring

Overall scores are used to holistically evaluate the CmPS project for research applied, creative strength, and implementation of the problem solving process.

Research Applied

This criterion 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

general issues and trends 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.

Creative Strength

This criterion measures the use of innovative and original thinking throughout the project, supporting documentation, and interview. Each part of the project is reviewed for innovative 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.

Implementation of the Problem Solving Process

This criterion 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 and may apply to the application of creative problem solving tools or team/individual evidence of problem solving beyond the effectiveness scored in section A.