

Girl Scout Silver Award Rubric

When you decide to earn the Girl Scout Silver Award, you are on your honor to complete the Silver Award steps accordingly. This rubric can be used a tool to ensure your project aligns with what is expected of a Girl Scout Silver Award project. This tool lists criteria and provides examples through descriptive levels of performance quality on the criteria. We encourage you to use this rubric to measure against as you develop, carry out, and evaluate your own Girl Scout Silver Award project. Charts referred to are in the Silver Award Guidelines for Girl Scout Cadettes:

https://www.girlscouts.org/content/dam/girlscouts-shared/template/documents/about/silver-girls_01.pdf

| STEPS | Does Not Meet Requirements (Needs Improvement) | | Meets Requirements | | Exceeds Requirements | |
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| | Definition | Example | Definition | Example | Definition | Example |
| Step 1: Go on a Girl Scout Journey | | | | | | |
| Complete one Girl Scout Cadette Journey | Girl Scouts don't complete all awards in the Journey of their selection. | Girl Scouts only earn one Journey award, or do not complete the Take Action project associated with the Journey they chose. | Girl Scouts complete all of the awards in one Journey of their selection including the Take Action project. | N/A | Girl Scouts complete all of the awards in two or more Journeys of their selection. | N/A |
| Step 2: Identify Issues You Care About | | | | | | |
| Girl Scouts think about issues that they personally care about. | Girl Scouts think about 1 or less issues that matter to them. | Co-Leaders suggest a project idea for them to carry out without any Girl Scout input. | Girl Scouts think about 2-3 issues that they care about. They consider why those issues are important to them. They think about how those issues affect their community. They focus on issues and communities outside of Girl Scouting. | Girl Scouts use Issues Chart and fully fill out 2 to 3 rows, stating what concerns them, why it is important, and how the issue affects the community. | Girl Scouts think about 4 or more issues that they care about. They consider why those issues are important to them. And they think about how those issues affect their community. Girl Scouts share their concerns with others. | Girl Scouts use Issues Chart and fully fill out 4 or more rows, stating issues that concern them, why it is important, and how the issue affects the community. |
| Step 3: Build Your Girl Scout Silver Award Team | | | | | | |
| Girl Scouts can work with a small team of 2-4 Girl Scouts or can work individually. (Girls working independantly must still recruit a team of volunteers.) | 5 or more girls are working on the same Silver Award project. | There are 8 Girl Scouts in the troop and everyone wants to work together on the same project rather than splitting up to work on two distinct separate projects. | Girl Scouts work individually or they team up with no more than 3 other Girl Scouts. If there are more than 4 Girl Scouts in the troop, the troop breaks up into smaller groups to work multiple distinct Silver Award projects. | There are 12 girls in a troop. The troop divides up into smaller groups so that 4 Girl Scouts are working together on a project about animal cruelty, another 4 are working on a project about homelessness, another 3 are working on a project that addresses crosswalk safety, and an individual Girl Scout is working on a project about fire prevention. | Girl Scouts work individually or they team up with no more than 3 others If there are more than 4 Girl Scouts in the troop, the troop breaks up into smaller groups to work multiple varying Silver Award projects. | There are 12 girls in a troop. The troop divides up into pairs or individuals to work on their own Silver Award projects. They recruit their troop or community members to help as volunteers. |

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| When working in teams, all members are committed to working collaboratively with each other on the project. | Girl Scouts are not considerate and respectful of their fellow teammates. They do not cooperate well with others. They handle disagreements in unhealthy ways. | Girl Scouts spend entire meeting arguing over what issue to address for their project. They do not listen openly to the team members sharing out on what issues they are passionate about. | Girl Scouts respect different points of view and ways of work. Everyone contributes to the project with each individual contributing unique action points. Girl Scouts accept constructive suggestions. They work together to create and develop a plan. They resolve conflicts in a healthy way. | Girl Scouts listen to each other's ideas, give helpful feedback or enhance on what other's have shared, and when they don't agree they discuss in a way that is considerate of others. | Girl Scouts respect different points of view and ways of work. Everyone contributes to the project. They accept constructive suggestions. They work together to create and develop a plan. They resolve conflicts in a healthy way. Girl Scouts spend time discussing what makes a great team and how they would like to work together. | Girl Scouts brainstorm and develop team rules for working together and write them on posterboard displayed at every meeting. They listen to each other's ideas, give helpful feedback or enhance on what other's have shared, and when they don't agree they discuss in a way that is considerate of others. |
| Step 4: Explore Your Community | | | | | | |
| Girl Scouts explore the needs in their community. | Girl Scouts visit 1 or less place in their community to observe potential needs. | Co-Leaders suggest a community need without any Girl Scout input. Girl Scouts only identify community needs in their school setting, and don't explore beyond their school to determine other needs in the community. | Girl Scouts visit 2-3 places in their community to observe potential needs. Girl Scouts think about how they can creat positive change in their community. | Girl Scouts observe needs in their school, community nursing home, and church. | Girl Scouts visit 4 or more places in their community to observe potential needs. Girl Scouts think about how they can creat positive change in their community and discuss with their group or a family member. | Girl Scouts explore needs in their community park, food bank, animal shelter, and hospital. |
| While exploring their community, Girl Scouts make observations while speaking to people that can help them identify community needs. | Girl Scouts speak to 1 or less members from the community about existing community issues. They do not track what they have learned. | Girl Scouts only speak to their Co-Leaders about community needs or Co-Leaders suggest a community need without any Girl Scout engagement. Girl Scouts speak to one staff member at their local assisted living center about the needs of the facility and don't speak to anyone else. | Girl Scouts make observations about specific needs in their community after speaking with 2-3 members from varying sectors of the community (in addition to their Co-Leaders) about existing community issues. Girl Scouts track what they have learned in chart or Community Map. | Girl Scouts make observations at their school after speaking with the principal, they walk through their neighborhood and speak to local residents to make other observations in their immediate community, and they visit their local place of worship and speak to a volunteer. | Girl Scouts make observations about specific needs in their community after speaking to 4 or more members from varying sectors of the community (in addition to their Co-Leaders) about existing community issues. They track what they have learned in chart or Community Map. | Girl Scouts make observations at their school after speaking with the principal, they walk through their neighborhood and speak to local residents to make other observations in their immediate community, they visit their local place of worship and speak to a volunteer, and they visit with residents at the local assisted living center. |
| Step 5: Choose Your Girl Scout Silver Award Project | | | | | | |
| Girl Scouts choose their Silver Award project based on what they have learned while exploring their community. | Project is not based on what they have learned about their community. | Girl Scouts pick a project they have seen someone do on TV. | Project is based on the needs of their community which Girl Scouts learned while exploring. | Girl Scouts notice a lot of trash in their park; they work with community leaders to add more garbage cans. | N/A | N/A |
| Silver Award project makes an impact on a community need. | The project makes no impact. | Girl Scouts decide to do a drive for a shelter without checking to see what the shelter's needs are. | The project positively impacts a group of 20-50 people. | Girls add a recycling program to their school. They teach one younger class why it is important to keep recycling. | The project has a positive impact on more than 50 people in the community. | Girl Scouts work with lawmakers to get a stoplight installed at a busy and dangerous intersection. |

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| Girl Scouts have defined what their project is, why it matters, and who it will help. | No definition of the project, why it matters, and/or who it will help. | When Girl Scouts describe creating a dog park, they do not show why this is important or who it impacts. | Girl Scouts thoroughly describe the project, list why it matters, and show who it helps. | Girl Scouts describe making dental gift bags, adding toothbrushing time after lunch, and creating an annual dental day at their school. They write that this will improve dental health in their school and it can impact every member of their school community. | Girl Scouts explain 3 - 5 specific root causes of the issue; provide detailed actions that work to eliminate the issue; involve multiple audiences with the resolutions. | Girl Scouts create an outline to address lack of respect for physical spaces in their school. Points that are addressed are playground equipment, cafeteria, locker rooms, library, gym and school hallways. They involve student council, teachers, custodian staff, and student body through message boards, skits, all school assemblies and rewards for class participation. |
| Step 6: Develop Your Project | | | | | | |
| Girl Scouts make a plan that is measurable and sustainable that will impact the neighborhood or local community. | The plan cannot be measured or sustained. | A project where Girl Scouts help at a food bank for one day. | The plan is sustainable and measurable. It will impact the neighborhood or local community. | Teaching others face painting skills. Presenting face painting day at a children's hospital or center and making a booklet of how to plan for this event that the facility will use. Project is measured by number of children that get their faces painted. | N/A | N/A |
| Budget Sheet is used to estimate income and expenses (when applicable). | Budget Sheet was not used or used very little. | Girl Scouts begin project with no plan for how much things will cost. | Budget Sheet used to estimate income and expenses. All additional fund raising follows GSOSW guidelines. | Girl Scouts plan how much supplies and equipment will cost for their project decide to use income from troop funds to cover it. | Budget Sheet was used to estimate income and expenses. Girl Scouts added potential donations from businesses that they would have an adult ask for. All donation authorization and additional money-earning activities follow GSOSW guidelines. | Girl Scouts price out all of their items for their project. They plan to use troop funds from cookie and nut sales to cover costs. They add that they will have an adult ask a store for a supply donation to reduce cost. |
| Step 7: Make a Plan and Put it Into Motion | | | | | | |
| Planning Chart filled out with what needs to be done, who will be doing which tasks, and when the tasks need to be done. | Planning Chart is either not filled out, less than half of the project is listed on the chart, or rows have empty boxes/incomplete information. | Planning Chart was not used to designate tasks for Girl Scouts to complete. | Planning Chart is utilized. 5-7 rows are completed with all necessary information, including task, how tasks will be done, time, who is responsible, and what date the task should be done. | Girl Scouts write down all the tasks they need to complete for their project filling six rows. All columns are filled in, including how, time, completion date, and who is responsible. | Planning Chart is utilized. Eight or more rows are completed with all necessary information, including task, how tasks will be done, time, who is responsible, and what date the task should be done. | The planning chart is used to describe all 21 tasks needed to create an after school reading program and how they will be done. Each Girl Scout is given tasks and dates to complete things by. |

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| A record of your project was kept through photos, videos, scrapbooks, etc. | No photos, videos, etc. were done through the process. | During the making of park benches no one took any pictures to use to use to showcase their project. | One to two different records of the project were done (i.e. photos, a video, a scrapbook, a presentation, etc.) | Girl Scouts complete their project and create a scrapbook and a powerpoint. They present the powerpoint to their class. Photos are attached when Girl Scouts complete the Final Report. | Three or more different records of the project were done (i.e. photos, a video, a scrapbook, etc.) | Girl Scouts take video and pictures. They create and share a pamphlet and distribute to spread awareness about their project and cause. Photos are attached when they complete the Final Report. |
| All Volunteer Essentials Safety Activity Checkpoints are followed. | No. Girl Scouts didn't consult Safety Activity Checkpoints for the activity they are participating in. | During project implementation there is not a certified first aider present and group is not following girl:adult ratios. | Yes. Girl Scouts ensure compliance with Safety Activity Checkpoints prior to implementing their project based on the activity they are participating in. | During project implementation there is a certified first aider present and group follows girl:adult ratios. Group provide safety equipment/measures as outlined in the Safety Activity Checkpoints per activity. | N/A | N/A |
| Step 8: Reflect, Share Your Story, and Celebrate | | | | | | |
| The "Girl Scout Silver Award Final Report" is completed in the Girl Scout's own words. | Someone other than the Girl Scout writes the report. If a group project, the group submitted the report together. | Troop leader writes the report or the report is not complete. | The Girl Scout writes the report in their own words. If a group project, the group submitted the reports separately and in their own words. Report has been revized and has limited errors. It includes specific measurements of effectiveness as planned in Step 6. | Reports come in from each of the Girl Scouts who were a part of the project and is clearly in each's own words. They attach photos to the Final Report submission. | The Girl Scout writes the report in their own words. If a group project, the group submitted the reports separately and in their own words. Reports are in complete sentences. Reports have no errors in grammar or spelling. Pictures, examples of handouts or training materials are included. | Reports come in from each of the Girl Scouts who were a part of the project and is clearly in each's own words. It has been edited and is free of all errors. They attach photos to the Final Report submission. |
| Final report must be completed and turned in by September 30 after a Girl Scout has graduated from 8th grade or before they bridge to Girl Scout Seniors, whichever comes first. | Final report is turned in after September 30 during the Girl Scout's 9th grade year. | N/A | Final report is turned in on or before September 30 of the year when the Girl Scout graduates from 8th grade. | N/A | N/A | N/A |