

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 a tool to ensure your project aligns with what is expected of a Girl Scout Bronze Award. 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 Bronze Award. Charts referred to are in the Bronze Award Guidelines for Girl Scout Juniors:

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

STEPS	Does Not Meet Requirements (Needs Improvement)		Meets Requirements		Exceeds Requirements	
	Definition	Example	Definition	Example	Definition	Example
Step 1: Go on a Girl Scout Journey						
Complete one Girl Scout Junior Journey	Girls don't complete all awards in the Journey of their selection.	Girls only earn one Journey award, or do not complete the Take Action project associated with the Journey they chose.	Girls complete all of the awards in one Journey of their selection including the Take Action project.	N/A	Girls complete all of the awards in two or more Journeys of their selection.	N/A
Girls are in grades 4-5.	Girls are not in the 4th-5th grade range.	Third graders start their Bronze award project.	Girls are in 4th-5th grades.	Girl Scouts start and complete their Bronze Award while they are in 4th-5th grades.	N/A	
Step 2: Build Your Girl Scout Junior Team						
Create a team, either a troop or group of Girl Scouts Juniors.	Work on Bronze Award alone.	Completing an invasive species project at the local park, a girl does not consult with the Parks Department or other park entity throughout her project.	Works on Bronze award in a group of Girl Scouts Juniors or going solo works with members of the community to carry out the project.	Completing an invasive species project at the local park, a girl or troop consults with the Parks Department prior to carrying out her project.	Works on Bronze award in a group of Girl Scouts Juniors or going solo works with members of the community to carry out the project.	Completing a invasive species project at the local park, a girl or troop consults with the Parks Department prior to carrying out her project. The Parks Department and girl work together to recruit additional volunteers for the day of the project.
Step 3: Explore Your Community						
Girls explore their community and complete the Observation List.	Girls do not fill out the Observation List and/or girls do not explore their community.	No observations were used. Girls pick project at Humane Society because they like animals.	Girls use the Observation List, filling out at least 3 observations fully, by exploring their community.	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 list along with two other ideas.	Girls use the Observation List, filling out at least 5 observations fully, by exploring their community.	Girls see five different Bronze Award project options because they spent time observing issues in their community.
Step 4: Choose Your Girl Scout Bronze Award Project						
Fill out Project Idea Chart, including who you talked to , what you learned, and your ideas for the kinds of projects that could be created.	Did not talk to any experts, did not fill out the chart fully.	Girls just asked an older sibling or their leader what to do for their project and choose that project.	Project Idea Chart is used, girls talked to at least one expert, wrote what was learned, and have a list of ideas.	Spoke to a City Counselor about what could be done to improve the community.	Project Idea Chart filled out, talked to at 4 or more experts, wrote what was learned, and have 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	Adult or someone other than Girl Scouts come up with the idea.	Troop leader tells girls that they will be creating a mural for their Bronze Award.	A girl's idea is used for the project.	Girl observes that some kids at her school lack school supplies. The girls start a yearly supply drive for kids that cannot afford supplies.		
Step 5: Make a Plan						
Clear goal created for project	No goal created or no clear goal.	Girls collect food, but do not know where they will give it or who will be able to use it.	Clear goal created.	Our goal is to obtain 100 winter jackets for the shelter in our community.	Goal is written in SMART format: Specific, Measurable, Accountable/Attainable, Relevant, Time Bound	Our project will direct 20 kindergartners in daily activity outside of gym class to help interact with others for one semester.
The Budget Sheet was used to estimate income and expenses.	Budget sheet was not used.	Girls begin project with no plan for how much things will cost.	Budget Sheet used to estimate income and expenses. All additional fund raising follows GSWISE guidelines.	Girls plan how much supplies for posters will cost and say they will use income from cookie and nut sales to cover it.	Budget Sheet was used to estimate income and expenses. Girls added potential donations that they would ask for. All additional money-earning activities follow GSWISE guidelines.	Girls price out all of their items for their mural, including paint and brushes. Girls plan to use cookie sales to cover costs. Girls add that they will ask paint store for a donation to reduce cost.
Step 6: Put Your Plan Into Motion						
Fill out a Planning Chart and follow it to do the project.	Chart is not filled out or only partially filled out.	Planning Chart was not used to designate tasks for girls to complete.	Chart is completed filled out, includes at least 3 ideas, and all tasks have been finished.	Girls 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.	Chart is filled out thoroughly, includes 5 or more ideas, hitting all steps, effectively dividing responsibilities, and is all completed in a timely manner.	The planning chart is used to describe all 12 tasks needed to create an after school reading program and how they will be done. Each girl is given tasks and dates to complete things by.
Project follows Volunteer Essentials and Safety Activity Checkpoints, available at gsosw.org.	No. Girls don'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. Girls 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 7: Spread the Word						
Girls thank all the people and groups who helped with their project.	Girls did not thank everyone who helped them with their project after the Bronze project was completed.	Girls only thanked the troop leaders who helped them with their project.	Girls thanked everyone who helped them with their project after it was completed.	Girls created and sent thank you cards to everyone who helped them with their project.	Girls went above and beyond to thank everyone who helped them with their project after it was completed.	Girls called each person and sent them a letter in the mail to thank them for help with their project.

Girls share their experience in some way.	Girls do not share their experience after they complete their project.	Girls complete their project and do not discuss the outcome.	Girls reflect on their project together and share it with one other group (family, friends, school, etc.)	Girls discuss their project. 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 project and share it with several groups (family, friends, school, church, social media, local newspaper, etc.).	Girls discuss their project. They work together to create 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.
Girls complete one Girl Scout Bronze Award Final Report.	No report is completed.	Girls never reflect on their experience or fill out the final report form.	A girl or group of the girls work together to fill out one Girl Scout Bronze Award Final Report.	After the project is complete, girls meet and fill out the complete report together.	A girl or group of the girls work together to fill out one Girl Scout Bronze Award Final Report. Girls utilize an adult to make sure the spelling and grammar is correct.	After the project is complete, girls meet and fill out the complete report, the girls have the troop leader check for spelling and grammar.
Final report must be completed and turned in by September 30 after girls graduated from 5th grade or before they bridge to Girl Scout Cadettes, whichever comes first.	Final report is turned in after September 30 during the girls 6th grade year.	N/A	Final report is turned in on or before September 30 of the year when girls graduate from 5th grade.	N/A	N/A	N/A