EVALUATION GUIDELINES FOR PRESENTATION OF ACTION PLAN

As adopted December 2023

PURPOSE OF EVALUATION

The primary purpose of the Future Problem Solving Program International (FPSPI) evaluation is to provide coaches and participants with feedback that allows them to develop further and improve their problem solving skills. A team's Presentation of Action Plan (PAP) evaluation is an authentic assessment of the team's Presentation. Because there is no single "right" answer, FPSPI employs a variety of strategies to review student work using specific rubric-based criteria to evaluate performance. Since PAP also involves competition and competition scoring must be impartial, a secondary purpose of the evaluation is to provide a fair, consistent, and reliable method for comparing students in competition.

ATTITUDE

It is essential that evaluators maintain a positive attitude throughout the evaluation process. The central purpose of FPSPI is to assist students in acquiring better thinking, communication, and problem solving skills. Evaluation is always done with this thought in mind. **Evaluators offer constructive feedback and make students want to improve their problem solving skills.** Regardless of the quality of the student effort, effective feedback praises students for what they did well and encourages them to use their improved skills to tackle the next problem. **Negative feedback may discourage a team and keep them from improving, defeating the purpose of the program.**

It is important for evaluators not to extend their personal expectations and skill level with that of the Presentations in an evaluation sample. Evaluators should not confuse the sophistication of the task with that of the students, but consider the age/division of the student and the level of competition (practice or competition) in constructing positive feedback. Once an exceptional Presentation is noted, it may be easy to expect the same quality from all Presentations. Evaluators should remember the completion of a Presentation is, by itself, a major accomplishment. **The ability to consistently provide positive and constructive feedback is the goal to which all evaluators must aspire.**

THANK YOU!

Evaluation is a highly rewarding experience. Evaluators expend considerable mental energy during a day of evaluation; however, they are always re-energized and inspired by the ideas of creative students. The kind and constructive scoring and feedback of evaluators make the FPSPI mission possible. We are extremely proud and humbled by our evaluators, whose knowledge and willingness to pass their expertise on to participants is seemingly limitless. Please take great pride in knowing that your evaluation makes a significant contribution to FPSPI and to the hundreds of thousands of students who participate.

FEEDBACK

Feedback helps students understand the strengths and weaknesses of their Presentation and motivates them to improve their skills. Feedback is ***the most important aspect of the evaluation***. Feedback enables students to focus their learning process and allows the coach to adapt instruction to meet the needs of the students.

When providing feedback, it is important to utilize appropriate strategies, both to communicate information and encourage improvement. FPSPI promotes using several feedback strategies as supported by the research of Edward de Bono (1974).

Praise: Evaluator acknowledgments of effort, creativity, and major strengths
- Reinforces positive aspects of Presentation
- Rewards the team for facing a problem and developing a solution idea
- Reminds the participants, even if the score is not high, they did some things right and encourages them to improve
- Establishes a good working relationship between the evaluator and presenters

Clarification: Evaluator comments asking the presenters to clarify ideas
- Points out areas that may be confusing or unclear and offers suggestions for improvement
- Promotes the development of effective communication skills

Criticism (Ideas for Improvement): Evaluator suggestions for areas needing improvement
- Helps build skills by providing specific, constructive comments
- Gives students examples of ways to use their ideas or presentation skills more effectively
- Encourages teams to learn from their work

Amplification: Evaluator comments that help students expand ideas, push their thinking even further, and improve the quality of Presentation
- Points out gaps in information or logic
- Helps improve their Presentation style
- Lists positive, constructive ideas for improvement

SCORING PROCESS

Throughout the evaluation process, evaluators use the descriptors on the score sheet to determine numerical scores. Many of these descriptors are contained within rubrics.

Using a Rubric: To use a rubric correctly, begin with the middle scores and determine if the work meets the explanation of that score.
   a. If it does, move up to the next highest score on the rubric, read the description, and determine if the work meets that explanation. If the work meets the higher descriptor, move to the next higher score and read that explanation. If that descriptor does not fit, assign the lower score.
   b. If it does not, go back down and assign the appropriate score.
   c. If the middle descriptor does not fit, the process is the same as you move in the opposite direction and keep moving down until the explanation fits your opinion of the work.

NOTES:
- • The rubrics are used to assess student work.
- • You must assign the score of the highest matching descriptor.

RUBRIC DESCRIPTORS

Relationship to Action Plan

Before each Presentation, an Action Plan Summary is read. Presentations should be focused on communicating, developing, and expanding upon the ideas generated in their Action Plan. Successful Presentations remain focused on the Action Plan, demonstrating how it will be implemented, identifying obstacles to be overcome, sharing stakeholder viewpoints, etc. In Relationship to Action Plan, the evaluator scores the Presentation in terms of how well it conveys the Action Plan, **not the effectiveness of the Action Plan**.

Creativity of Presentation

Students should pursue new and inventive ways to convey their Action Plans. Audience engagement, appropriate humor, drama, and song can move a Presentation beyond the traditional. Utilization of materials and space in unique and unanticipated ways demonstrate student efforts to reinvent the conventional. Evaluators should be aware that there are multicultural differences in humor.

Persuasiveness of Presentation

The objective of a Presentation is to promote a team's Action Plan. The team should try to convince the audience that their plan is valid and solves their Underlying Problem. Potential concerns and questions should be addressed to convince the audience effectively. Strengths and weaknesses of the Action Plan and the relationship to the Future Scene should be approached in a way that supports the student argument that their Action Plan is the best course of action.

Completeness of Presentation

Students may only have a few hours to prepare their Presentation. However, the Presentation should have a smooth, clear, and logical flow that the audience can follow.

Incorporation of Props

Only materials from the list provided are permitted to create props and costumes. The use of a variety of items in new and original ways supports the student's efforts to promote their Action Plan. Effective props are creative, clear, varied, easy to understand, and consistently enhance the Presentation.

Verbal Communication of Ideas

Outstanding ideas require effective communication. Loud, clear, and expressive voices transform words into connections. Conveying meaning and emotion to the audience brings the Action Plan into the present. Maintaining a strong positive feeling throughout the entire Presentation engages the audience. Team members use clear voices and appropriate elocution so that all audience members can hear the Presentation. Inflection is used to emphasize key points and create interest. Evaluators should be aware that this is an international competition and accents vary.

Nonverbal Communication of Ideas*

Team members hold the attention of the audience with movements and gestures that convey the objectives of the Presentation. Students maintain eye contact with the audience. Movements are fluid and help the audience visualize. Nonverbal actions support the verbal ideas communicated during the Presentation.

*Note: Students are permitted to conduct a total non-verbal Presentation. In this event evaluators double the non-verbal communication score and do not score the verbal communication section.

Staging
Effective utilization of the stage area effectively helps to engage the audience. Moving around the stage area with purpose supports the emotions, actions, and themes of the Presentation. Making good use of the space brings theatrical dynamics into the Presentation.

Involvement of Participants
Every member of the team needs to be an active participant in the Presentation. The team should run a well-coordinated Presentation that indicates that each student has a clear understanding of their role. Though there may be a lead actor, there should be substantial roles from supporting members. Evaluators should be aware of students with different communication styles.

Preparation
Memorization of lines and coordination of movements strengthen the Presentation's message. Every team member should demonstrate a clear grasp of what is coming next in the Presentation and respond effortlessly to one another's words and actions. Successfully presenting an Action Plan requires collaboration and organization in advance of taking the stage.

Appropriate Content
In accordance with FPSPI's goal to "promote positive futures," students are encouraged to produce Presentations that promote their Action Plan and are entertaining, creative, and suitable for all audiences. Use of language or actions that are likely to offend others due to religious beliefs, cultural differences, physical or mental limitations, sexual orientation, and so on, are not appropriate. Participants should aim for a Presentation that is rated "G" (for all audiences!). What one audience member views as offensive may vary greatly from another audience member. Questionable content or innuendo should be addressed on a case-by-case basis. Evaluators should report inappropriate Presentations to the PAP Coordinator.

Approved List of Items
Any and all props and costumes must be fashioned from the list of resources given below, but teams are not required to use all materials on the list.

RULES

1. **Required:** All GIPS teams (with the exception of MAGIC) are required to participate in the Presentation of Action Plans. Failure of a team to present will result in their GIPS booklet being ineligible for awards.

2. **Participants:** The Presentation team should include all members of the GIPS competition team, but up to seven participants may participate in the team Presentation. The seven participants may include competitors from Scenario Writing, Scenario Performance, Multi-Affiliate Global Issues Competition, GIPS Individual Competition, or CmPS, from the same or lower division, even if from another school or Affiliate Program.

3. **Time Limit**: Presentations should not exceed four minutes. A member of the Evaluation Team will serve as timekeeper and signal students when 30 seconds and 15 seconds remain by raising a colored card or other pre-determined signal. **The timekeeper will stop Presentations at 4 minutes.**

4. **Identifying Information**: No reference to a team's hometown, school, state, or country should be made in the Presentation.

5. **Stage Area:** Performance spaces can vary a great deal from room to room. The "stage area" for use in student Presentations should encompass all parts of the room except the permanent audience seating and evaluator areas. For Presentations, the "stage area" will be identified and communicated to the students by each room's Evaluation Team before the competition begins. The participants may not enter or exit the room as part of their Presentation.

6. **Resource List:** All props and costumes must be fashioned exclusively from the Resource List and Mandatory Props.

> A pair of scissors, a stapler, and a box of staples may be used for the creation of props, but for safety reasons, cannot be used as props during the Presentation.

   - 1 magazine
   - 1 roll of tape
   - pens / pencils
   - 12 pipe cleaners
   - 1 package paper plates (no more than 150 plates)
   - 10 sheets of colored paper (A4 or not to exceed 9x12 inches)

   - 1 set of 8 water-soluble markers
   - 1 roll of paper towels
   - 1 box of aluminum foil (any part thereof)
   - 1 paper bag (any size/variety)

Four chairs will be provided, but their use is not required.

Any and all props and costumes must be fashioned from this list of resources, but teams are not required to use all materials on the list. Theatrical makeup is not an acceptable prop. Street clothes, for purposes of FPSPI Presentations, are defined as those clothes ordinarily worn on the street by a person that are appropriate to the climate at the time of the competition. A student's eyeglasses, mobility aid, or other assistive device being used for their designed purposes, and not to enhance the Presentation are acceptable.

7. **Order of Presentations:** The order of Presentations is not determined in advance. Teams will be asked to move to the "ready" seats when they are next to perform.

REQUIREMENT SCORING

1. **Arrival for PAP Competition:** It is extremely important for teams to arrive on time for their Presentations, preferably at least 10 minutes prior to the start of their session. The coach of a late team must present their excuse to the room evaluators who will determine if the excuse is valid. Excused late arrivals are at the discretion of the Evaluation Team and are intended to accommodate CmPS interview conflicts or other IC participatory conflicts. Being lost or unprepared to present are unacceptable excuses. A fair playing field is advantageous to all participants. Once roll call is taken, all teams should remain in the room until dismissed by the Evaluation Team. Coaches of more than 1 team may go between Presentation rooms to support their teams, while the students and their chaperones remain in their assigned rooms.

2. **Action Plan Information Sheet**: Prior to arriving at assigned Presentation rooms, teams will have received a *Presentation of Action Plan Introduction Sheet* on which to rewrite the team's Underlying Problem and summarize the Action Plan. This must be submitted at the time of their Presentation. The writing must be legible and contained within the box provided on the summary sheet. Either the emcee or a student will read the Underlying Problem (UP) and a summary of the Action Plan from the *Introduction Sheet* before the team begins the Presentation. The UP and summary are **not** a part of the 4-minute time limit.

3. **Mandatory Props**: Two mandatory physical props must be incorporated into the Presentation. These props do not have to be used as they were originally intended but should be used appropriately to the Presentation or age group, and not used dangerously or offensively. Example: A pail does not have to be used as a bucket but may be used as a hat.

4. **Mandatory Quote:** One mandatory quote must be incorporated into the Presentation. The quote can be split between speakers but must be delivered at one time, rather than stated at different times during the skit. The source of the quote need not be stated. The quote must be **spoken** word for word.

5. **Outside Assistance:** Teams should receive no outside assistance during their Presentation. Just as GIPS booklets are to be totally of student competitor creation, so too are Presentations of Action Plans. No one, including other competitors, as well as coaches or adults associated with the team, should interact with the team once the team moves to the ready seats.

FINAL ROUND PROCEDURES

1. **PAP Finals**: The same guidelines apply to the Final Round Presentation, and the same resources may be used. The mandatory Props and Quote will remain the same. In the event of unplanned absences, any changes to the student participants – drops, substitutions or otherwise – must be reported to the Final Round Evaluation Team prior to roll call.

   If a student is unable to participate in the Final Round Presentation, their team may:
   - plan their original Presentation so that it can be done with one less member during Finals
   - have an "understudy" from the same division (or lower) ready for Finals
   - give up their chance to participate in Finals

2. **Advancing Teams**: After all teams within a division have completed their Presentations, scores will be processed, and advancing teams will be announced. Final Round Presentations are intended to be an encore performance of the original performance. Changes to props may be made – discard them, improve them, re-make them. Teams may improve their Presentation, but it should remain true to the original.