**Instructions for community advisors:**

1. Students will give a **5-minute presentation** about their project. As they share, keep the “Indicators” below in mind.
2. After students finish, **ask follow-up questions** using the question ideas below. You can substitute questions that are specific to each project.
3. After the round is over, you will **submit your scores and feedback** using the online form. This page is just for you!

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| **Category**  | **Indicators**   | **Related Questions** | **Notes**  |
| Identifying the Issue  | **Students clearly explain 1) the issue they addressed in their project, 2) why their issue matters to them, and 3) how it relates to a need in their community.**  | Why does this issue matter to you? How does this issue affect people in your community?  | **Based on the indicators, what did students do well?** **Based on the indicators, what were areas for growth?**   |
| Research  | **Students effectively utilize evidence from multiple credible sources to explain the root causes of their issue and argue clearly and persuasively for why action is needed. Students cite their sources.**  | What did you identify as the root causes of your issue and why? Why should people take action to address this issue? What evidence supports your argument? What was the most important evidence you gathered? Why?  |
| Action Plan  | **Students articulate a detailed action plan that includes a goal, a set of decision makers and influencers, and a set of tactics. The goal, decision makers/influencers, and tactics are logically connected to one another and address one or more of the root causes of the issue.**  | What was your goal and why? Why did you choose these decision makers and influencers?Why did you choose the tactics that you did? How do your goal and action plan address one of the root causes of your issue?  |
| Taking Action  | **Students show evidence that they utilized a range of tactics, clearly communicated their argument and supporting evidence to decision-makers and influencers and worked collaboratively to do so. *Note: students may not yet have reached the Taking Action stage!***  | When you took action, which elements of your plan changed, and which stayed the same? Why? How did you work to persuade the decision-makers and influencers to take action on your issue? How did you collaborate with others in your group? How did you seek support if working alone?  |
| Reflection | **Students analyze the effectiveness of their research process and action plan and clearly identify successes and areas for growth. Students articulate what they learned from the project as well as how they will apply what they learned outside of class.**  | If you were to do this project again, what would you change and why? What were your biggest successes so far in this project and what were your areas for growth? Why? What did you learn from this project and how will you use what you learned outside of class?  |