

6-TRACK LESSONS	12-TRACK LESSONS	SUBMISSION REQUIREMENT	AWESOME	GREAT	GOOD
2	3	Issue Addressed	The name of the issue chosen as the focus for the project is clearly stated and is supported with a comment on the consensus process (selection/decision making).	The name of the issue chosen as the focus for the project is clearly stated. Provides a short explanation on how students found this issue and chose it as their focus.	The name of the issue chosen as the focus for the project is clearly stated.
3	4	Big Goal	Social media post makes a clear statement of the Big Goal and makes others want to support the team in their efforts.	Social media post announces the Big Goal in a way that catches people's attention.	Social media post announcing Big Goal is a simple statement, picture or image.
	5	Team Details	Team name, slogan and picture represent a clear vision for the Lead4Change (L4C) project that will unite the team and inspire others to join the cause.	Team name, slogan and picture clearly communicate the team's identify and mission.	Team name, slogan, and picture of mascot do not convey a clear understanding of the team's identify and mission.
4	6	Detailed Action Plan	Detailed Action Plan shows leadership and accountability through a comprehensive list or description of each team members' responsibilities necessary to reach the Big Goal by due dates set by the team.	Action Plan includes a list or description of tasks to complete with a clear vision of how to complete those tasks and identifies what to accomplish as a team.	Action Plan includes a list or description of tasks to complete as a team.
	8	Elevator Speech	Elevator speech communicates passionately, knowledgeably, and persuasively with stakeholders about the Big Goal to encourage interest and support for the project.	Elevator Speech states goals and action plan while using language to encourage buy-in from stakeholders.	Elevator Speech identifies cause and explains the project but is not recited with confidence or enthusiasm.

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5	9	Service Project Ad	Service Project Ad is simple, concise, and rallies student and community support with a memorable “Call to Action!”	Service Project Ad includes the Team logo and a “Call to Action!”	Service Project Ad shows a simple picture or symbol.
		Service Project Highlights	Service Project Highlights detail the positive impact the L4C lessons and the final project made on the community and on the team.	Service Project Highlights describe the impact of the service project on both the team and those they served.	Service Project Highlights list some highlights but with limited description or relationship to impact on the team and community.
		Service Project Challenges	Service Project Challenges reflect critical thinking by students to examine the challenges faced during L4C lessons and project, and describe how they responded to each challenge.	Service Project Challenges describe the difficulties faced by the team and describes how they dealt with each challenge.	Service Project Challenges list or describe the difficulties encountered by the team.
	10	Service Project Barriers Chart	Barriers Chart highlights barriers faced by the team and illustrates the collaboration, reflection, and innovation used to overcome them.	Barriers Chart from the lesson is used. Information is complete and follows lesson instructions.	Barriers Chart lists a few barriers and actions taken to overcome them.
		11	Team Lifeline	Team Lifeline is a clear picture of the highs and lows the team faced during the L4C lessons and project. The image submitted is clear and easy to read.	Team Lifeline includes highs and lows experienced as a team and illustrates the team’s journey through lessons and project.
	12		Story Video (optional)	If added to the entry, the video tells the story of the students’ learning and work. The video is 1–3 minutes and clearly presents the story in a compelling style.	If added to the entry, the video shows the students journey through the lessons and project with photos, words and commentary.
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Additional Requirements		Reflections	Student Reflections display critical thinking skills detailing how the L4C program impacted students individually and in turn, how they were able to impact the community. Specific references to leadership learning and appreciation are evident in reflections.	Student Reflections share growth in leadership, skills learned from the L4C lessons, and the impact their project had on others.	Student Reflections describe individual and team growth and mentions concepts learned in the lessons.
		Photos	Photos capture the heart of what the students learned, how they worked as a team and the evidence of their project.	Photos show the students participating in the lessons and executing the project.	Photos show only the team or one part of their project.

Educator Input (Completed by team advisor)		Team Reflection	Change in students? Clearly define lesson and concept that brought about the most change in students. Specific examples are helpful. Change in you? Talk about how the lessons impacted your work with students and how the entire program—lessons and project—changed you as an adult leader/ adviser to students.	Change in students? Clearly tie the impact to specific lesson concepts. Show support of lesson impact on student success during project. Change in you? Discuss how students' journey changed how you perceive them or changed how you lead, teach or mentor them.	Change in students? Discuss one impact of the lessons and project. Change in you? Discuss how participation changed you.
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