Rationale Underlying This Assessment Form

The purpose of this form is to guide your judgment in the qualitative assessment of various types of products developed by students in enrichment programs. In using the instrument three major considerations should always be kept in mind. First, the evaluation of more complex and creative types of products is always a function of human judgment. We do not think in terms of percentiles or standard scores when we evaluate paintings, architectural designs or the usefulness of a labor-saving device. We must consider these products in terms of our own values and certain characteristics that indicate the quality, esthetics, utility, and function of the overall contribution. In other words, we must trust our own judgment and learn to rely upon our guided subjective opinions when making assessments about complex products.

A second consideration relates to the individual worth of the product as a function of the student’s age/grade level and experiential background. For example, a research project that reflects an advanced level investigation and subsequent product by a first grader might not be considered an equally advanced level of involvement on the part of a sixth grader. Similarly, the work of a youngster from a disadvantaged background must be considered in light of the student’s overall educational experiences, opportunities and availability of advanced level resource persons, materials and equipment.

The third consideration relates to the most important purpose of any evaluation—student growth and improvement. This assessment instrument should be used to guide students toward excellence and therefore we strongly believe that it should be shared and discussed with students before the product is started. In other words, we believe the instrument should be reviewed with students during the early planning stages of the product. Students should have the opportunity to know and fully understand on what basis their final products will be assessed.

Instructions for Using the Assessment Form

Although most of the items included in the form relate directly to characteristics of the final product, it will be helpful if you also have access to any planning devices that have been used in the development of the product. Such planning devices might consist of logs, contracts, management plans, proposals or any other record keeping system. A planning device can help you to determine if pre-stated objectives have been met by comparing statements of objectives from the planning device with the final product. If such a planning device has not been utilized or is unavailable, you may want to request that the student complete a form that will provide you with the necessary background information. It is recommended that some type of planning device accompany all products that are submitted for rating. If it can be arranged, you may also want to interview the student who completed the product.
Student Product Assessment Form (SPAF)

In using the Student Product Assessment Form it will sometimes be necessary for you to do some detective work! For example, in determining the diversity of resources, you may need to examine footnotes, bibliographies or references and materials listed on the planning device. You may also want to have the student complete a self-evaluation form relating to the completed product. This form may help to assess task commitment and student interest.

The Student Product Assessment Form can be used in a variety of ways. Individual teachers, resource persons or subject matter specialists can evaluate products independently or collectively as members of a team. When two or more persons evaluate the same product independently, the average rating for each scale item can be calculated and entered on the Summary Form. When used in a research setting or formal evaluation situation, it is recommended that products be independently evaluated by three raters. One of these ratings should be completed by the teacher under whose direction the product was developed. A second form should be completed by a person who has familiarity with the subject matter area of the product. For example, a high school science teacher might be asked to rate the work of an elementary grade student who has completed a science-related product. The third rater might be someone who is independent of the school system or program in which the work was carried out.

Item Format

At first glance the items on the assessment form may seem to be long and complicated, but they are actually quite concise. Each item represents a single characteristic that is designed to focus your attention. The items are divided into the following three related parts:

1. **The Key Concept.** This concept is always present first and is printed in large type. It should serve to focus your attention on the main idea or characteristic being evaluated.

2. **The Item Description.** Following the Key Concept are one or more descriptive statements about how the characteristic might be reflected in the student’s product. These statements are listed under the Key Concept.

3. **Examples.** In order to help clarify the meanings of the items, an actual example of students’ work is provided. The examples are intended to elaborate upon the meaning of both the Key Concept and the Item Description. The examples are presented following each item description.

Important Note: The last item (No. 9) deals with an overall assessment of the product. In this case we have chosen a somewhat different format and examples have not been provided. When completing the ratings for Item No. 9 you should consider the product as a whole (globally) rather than evaluating its separate components in an analytic fashion.
Student Product Assessment Form (SPAF)

Some of the items may appear to be unusually long or “detailish” for a rating scale but our purpose here is to improve the clarity and thus inter-rater reliability for the respective items. After you have used the scales a few times, you will probably only need to read the Key Concepts and Item Descriptions in order to refresh your memory about the meaning of an item. Research has shown inter-rater reliability is improved when items are more descriptive and when brief examples are provided in order to help clarify any misunderstanding that may exist on the parts of different raters.

Non-Applicable Items

Because of the difficulty of developing a single instrument that will be universally applicable to all types of products, there will occasionally be instances when some of the items do not apply to specific products. For example, in a creative writing project (poem, play, story) either the Level of Resources (No. 3) or Diversity of Resources (No. 4) might not apply if the student is writing directly from his/her own experiences. It should be emphasized however, that the non-applicable category should be used very rarely in most rating situations.

How to Rate Student Products

1. Fill out the information requested at the top of the Summary Sheet that accompanies the Student Product Assessment Form. A separate Summary Sheet should be filled out for each product that is evaluated.
2. Review the nine items on the Student Product Assessment Form. This review will help to give you a “mind set” for the things you will be looking for as you examine each product.
3. Examine the product by first doing a “quick overview” of the entire piece of work. Then do a careful and detailed examination of the product. Check (✓) pages or places that you might want to reexamine and jot down brief notes and comments about any strengths, weaknesses or questions that occur as you review the product.
4. Turn to the first item on the Student Product Assessment Form. Read the Key Concept, Item Description and Example. Enter the number that best represents your assessment in the “Rating” column on the Summary Sheet. Enter only whole numbers. In other words, do not enter ratings of 3 1/2 or 2 1/4. On those rare occasions when you feel an item does not apply, please check the N/A column on the Summary Sheet. Please note that we have only included an N/A response option for Item 9a on the Overall Assessment.
5. Turn to the second item and repeat the above process. If you feel you cannot render a judgment immediately, skip the item and return to it at a later time. Upon completion of the assessment process, you should have entered a number (or a check in the N/A column) for all items on the Summary Sheet.
6. Any comments you would like to make about the product can be entered at the bottom of the Summary Sheet.
# Student Product Assessment Form Summary Sheet

Name(s) _____________________________________ Date __________________

District ____________________________ School ___________________________
Teacher ___________________________ Grade ________________ Sex _____

Product (Title and/or Brief Description) ______________________________________
____________________________________________________________________

Number of weeks students worked on product________________________________

<table>
<thead>
<tr>
<th>Factors</th>
<th>Rating*</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Early Statement of Purpose ....................................</td>
<td>______</td>
<td>______</td>
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<tr>
<td>2. Problem Focusing ...................................................</td>
<td>______</td>
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<tr>
<td>3. Level of Resources .................................................</td>
<td>______</td>
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<tr>
<td>4. Diversity of Resources ............................................</td>
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<td>5. Appropriateness of Resources .....................................</td>
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<tr>
<td>6. Logic, Sequence and Transition ....................................</td>
<td>______</td>
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<td>7. Action Orientation ...................................................</td>
<td>______</td>
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<td>8. Audience ..................................................................</td>
<td>______</td>
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<tr>
<td>9. Overall Assessment ................................................</td>
<td>______</td>
<td>______</td>
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<tr>
<td>A. Originality of the Idea ........................................</td>
<td>______</td>
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<tr>
<td>B. Achieved Objectives Stated in the Plan ....................</td>
<td>______</td>
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<tr>
<td>C. Advanced Familiarity with the Subject .....................</td>
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<td>______</td>
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<tr>
<td>D. Quality Beyond Age/Grade Level ............................</td>
<td>______</td>
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<tr>
<td>E. Care, Attention to Detail, etc. ...............................</td>
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<tr>
<td>F. Time, Effort, Energy ..........................................</td>
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<tr>
<td>G. Original Contribution .........................................</td>
<td>______</td>
<td>______</td>
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</table>

Comments:

Person completing this form: _____________________________________________

*Rating Scales: 
- Factors 1-8:  
  5-To a great extent
  3-Somewhat
  1-To a limited extent
- Factors 9A-9G:  
  5-Outstanding
  4-Above average
  3-Average
  2-Below average
  1-Poor
1. EARLY STATEMENT OF PURPOSE
Is the purpose (theme, thesis, research question) readily apparent in the early stages of the student’s product? In other words, did the student define the topic or problem in such a manner that a clear understanding about the nature of the product emerges shortly after a review of the material?

For example, in a research project dealing with skunks of northwestern Connecticut completed by a first grade student, the overall purpose and scope of the product were readily apparent after reading the introductory paragraphs.

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<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
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<th>1</th>
<th>N/A</th>
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<tbody>
<tr>
<td>To a great extent</td>
<td>Somewhat</td>
<td>To a limited extent</td>
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2. PROBLEM FOCUSING
Did the student focus or clearly define the topic so that it represents a relatively specific problem within a larger area of study?

For example, a study of “Drama in Elizabethan England” would be more focused than “A Study of Drama.”

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<thead>
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<th>5</th>
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</table>

3. LEVEL OF RESOURCES
Is there evidence that the student used resource materials or equipment that are more advanced, technical, or complex than materials ordinarily used by students at this age/grade level?

For example, a sixth grade student utilized a nearby university library to locate information about the history of clowns in the twelfth through sixteenth century in the major European countries.

<table>
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<tr>
<th>5</th>
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<td></td>
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</table>
**Student Product Assessment Form**

4. DIVERSITY OF RESOURCES
Has the student made an effort to use several different types of resource materials in the development of the product? Has the student used any of the following information sources in addition to the standard use of encyclopedias: textbooks, record/statistic books, biographies, how-to books, periodicals, films and filmstrips, letters, phone calls, personal interviews, surveys or polls, catalogs and/or others?

For example, a fourth grade student interested in the weapons and vehicles used in World War II read several adult-level books on this subject which included biographies, autobiographies, periodicals, and record books. He also conducted oral history interviews with local veterans of World War II, previewed films and film strips about the period and collected letters from elderly citizens sent to them from their sons stationed overseas.

To a great extent Somewhat To a limited extent

5. APPROPRIATENESS OF RESOURCES
Did the student select appropriate reference materials, resource persons, or equipment for the topic or area of study?

For example, a student who was interested in why so much food is thrown away in the school cafeteria had to contact state officials to learn about state requirements and regulations which govern what must and can be served in public school cafeterias. With the aid of her teacher, she also had to locate resource books on how to design, conduct and analyze a survey.

To a great extent Somewhat To a limited extent

6. LOGIC, SEQUENCE, AND TRANSITION
Does the product reflect a logical sequence of steps or events that ordinarily would be followed when carrying out an investigation in this area of study? Are the ideas presented clearly and logically and is there a smooth transition from one idea or subtopic to another?

For example, a student decided to investigate whether or not a section of his city needs a new fire station with a salaried staff rather than the present volunteer staff. First the student needed to research different methods of investigative reporting such as appropriate interview skills. Next the student conducted interviews with both salaried and volunteer fire station staff. He then needed to learn about methods of survey design and reporting in order to analyze local resident opposition or support for the new fire station. After other logical steps in his research were completed, his accumulated findings led him to interviews with the Mayor and the Board of Safety in the city and then to several construction companies that specialized in bids on such buildings. His final product was an editorial in the local newspaper which reflected his research and conclusions.

To a great extent Somewhat To a limited extent

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### Student Product Assessment Form

7. **ACTION ORIENTATION**
   
   Is it clear that the major goal of this study was for purposes other than merely reporting on or reproducing existing information, ideas, or knowledge? In other words, the student's purpose is clearly directed toward some kind of action (e.g., teaching ways to improve bicycle safety, presenting a lecture on salt pond life); some type of literary or artistic product (e.g., poem, painting, costume design); a scientific device or research study (e.g., building a robot, measuring plant growth as a function of controlled heat, light and moisture); or some type of leadership or managerial endeavor (e.g., editing a newspaper, producing/directing a movie).

   For example, a student decided to study the history of his city. After an extensive investigation, the student realized that other history books had been written about the city. He found, instead, that no one had ever isolated specific spots of historical significance in the city which were easily located and accessible. He began this task and decided to focus his research on producing an original historical walking tour of the city.

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</table>

8. **AUDIENCE**
   
   Is an appropriate audience specified or readily apparent in the product or Management Plan?

   For example, the student who researched the history of his city to produce an original walking tour presented his tour to the city council and the mayor. They, in turn, adopted it as the official walking tour of the city. It was reproduced in the city newspaper and distributed by the local historical society, library and given out to registered guests in the city’s hotels and motels.

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</table>

9. **OVERALL ASSESSMENT**
   
   Considering the product as a whole, provide a general rating for each of the following factors and mark the space provided to the right of the item:

   **SCALE**
   
   5 = Outstanding 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

   A. Originality of the idea. _____
   B. Achieved objectives stated in plan. _____
   C. Reflects advanced familiarity with the subject matter for a youngster of this age/grade level. _____
   D. Reflects a level of quality beyond what is normally expected of a student of this age and grade. _____
   E. Reflects care, attention to detail, and overall pride on the part of the student. _____
   F. Reflects a commitment of time, effort and energy. _____
   G. Reflects an original contribution for a youngster of this age/grade level. _____
This is an informal interest inventory which will serve as a foundation for developing your specific areas of interest throughout the school year. The information you provide is completely confidential. As a result of this survey, we hope to provide you with meaningful educational experiences that will further develop your interests, nurture your talents, and challenge your learning potential.

Read each question carefully and provide us with as much detailed information as possible so we may obtain a clear understanding of your interests.
You are fed up with the course offerings at your high school. Your principal has asked you to design the perfect course for people with your same interests. What would the course be called? What would be taught?

Rather than provide money for a class trip, the board of education has decided to give money to each individual student for a trip of his or her choice! Where would you go? List three (3) places you would visit and explain what you would do while visiting there. Why?

You have written your first book which you are ready to submit for publication. What is the title? What is the book about?

You have been asked to plan a concert for your high school. You have an unlimited budget! List three (3) choices of musical performances that you would schedule for that evening’s program.
The science teachers at your high school are planning a Speakers’ Bureau for their department based on a variety of special topics. Sign up for the 1st, 2nd, and 3rd choices of presentations you would be interested in attending from the topics listed below:

- ___ toxic waste
- ___ health issues for teenagers
- ___ genetic engineering
- ___ endangered species
- ___ weather mapping
- ___ forensic medicine
- ___ robotics
- ___ insecticide applications
- ___ in our environment
- ___ entomology
- ___ scientific research and methods
- ___ nuclear energy issues
- ___ green house effect
- ___ environmental issues
- ___ volcanic erosion
- ___ meteorology
- ___ rain forests
- ___ astronomy
- ___ ecology
- ___ medicine and medical issues
- ___ Other: __________________

In connection with a Law Day celebration, a conservative and a liberal attorney in your community have been invited to your high school to debate a topic. What are your three preferred choices for possible debate topics? Why are they important issues?

You are a photographer and you have one picture left to take on your roll of film. What will it be of? Why?
Teenagers in your community have been asked to prepare individual time capsules for future generations. You are allowed to include 10 personal possessions that are representative of you. What would you include in your capsule?

You have the opportunity to work with an editor of your choice on the local newspaper staff. Which department would you work for? Rank order your choices 1 through 3 and feel free to prioritize beyond your third choice.

_____ national events
_____ culinary arts and nutrition
_____ political cartoons
_____ local history
_____ stock market analysis
_____ fashions
_____ personal advice
_____ humor and cartoons
_____ celebrity column
_____ children’s page
_____ travel
_____ economics
_____ local events
_____ economics
_____ legal issues

______ household management and improvement
______ movie reviews
______ crossword puzzles
______ horoscopes
______ music
______ consumer reports
______ business
______ editorials
______ math puzzles
______ book reviews
______ sports
______ political commentary
______ gossip column
______ international events

Other: ____________________
You have had a dream in which you have been transported back in time and have become an active participant in that historical time period. Which period has this dream taken you to? Who did you meet while you were there?

If you could conduct an interview with a man you admire, past or present, who would it be? What three (3) questions would you ask him?

If you could conduct an interview with a woman you admire, past or present, who would it be? What three (3) questions would you ask her?

If you could be an exchange student in any other country for half a school year, what country would you like to be in as a student? Why?
You have the opportunity to learn foreign languages from native speakers. What three foreign languages would you want to learn? Explain your selections.

An after school group has been planned to meet and discuss important issues facing young people. Select the 1st, 2nd, and 3rd choices of seminars you would be interested in attending.

- contemporary moral issues
- national security
- career opportunities & choices
- gender issues
- death and dying
- peer relationships
- world peace
- family structure
- issues in ethnicity
- Other: _____________________

The school board is sponsoring a school-wide Olympiad. Any and all physical related activities will be featured. If you were to participate, what three (3) events would you like to compete in? Specify if your preference for being judged would be based on individual or group performance.

Have you ever designed a computer program? If you have, describe your program. If you could design a computer program, what would it be?
A mentorship program is being arranged to allow you to work with a person in the community involved in a profession/occupation you are interested in. List three (3) occupations that you would like to explore in a mentorship.

List the titles/authors of your three (3) favorite books. State the type of book (science fiction, poetry, non-fiction, etc.) and briefly explain what it’s about.

List 5 magazines that you enjoy reading. Rank order your choices.
Do you collect anything? Briefly describe your collection(s). What would you like to collect if you had the time and money?

You have been asked to participate in producing the film of your choice. What type of film will this be? List your favorite three (3) choices.

- documentary
- musical
- biographical
- travelogue
- fantasy
- mystery
- horror
- science fiction
- classic
- foreign
- comedy
- a popular release for teenage audiences
- adventure
- general drama

You have been asked to be a member of a social action committee in your town. Your task will be to work with elected officials to work on issues of importance. What three issues do you think need to be discussed? Why?
Respond to the following questions by checking all of the responses that might apply:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes, I would do this.</th>
<th>No, I would not do this.</th>
<th>I might be interested in doing this.</th>
<th>I have had experience with this activity.</th>
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<tbody>
<tr>
<td>submitting one of your original writings for publication?</td>
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<tr>
<td>repairing a car, stereo or household appliance?</td>
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<tr>
<td>conducting a scientific experiment?</td>
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<td>establishing a school newspaper?</td>
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<tr>
<td>being a photographer for a magazine?</td>
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<tr>
<td>starting an astronomer’s nighttime observation group?</td>
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<tr>
<td>studying the stock market?</td>
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<tr>
<td>organizing a new school club or team?</td>
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<tr>
<td>starting a musical group/band?</td>
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<tr>
<td>acting in a theatrical production?</td>
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<tr>
<td>starting your own business?</td>
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<tr>
<td>creating your own comic strip?</td>
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<tr>
<td>painting or sketching people, objects and landscapes?</td>
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</table>

Would you enjoy...

submitting one of your original writings for publication?
repairing a car, stereo or household appliance?
conducting a scientific experiment?
establishing a school newspaper?
being a photographer for a magazine?
starting an astronomer’s nighttime observation group?
studying the stock market?
organizing a new school club or team?
starting a musical group/band?
acting in a theatrical production?
starting your own business?
creating your own comic strip?
painting or sketching people, objects and landscapes?
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<tbody>
<tr>
<td>working on a political campaign?</td>
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<tr>
<td>learning a handicraft such as jewelry making, pottery, or silkscreening</td>
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<tr>
<td>designing costumes, clothing or furniture?</td>
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<tr>
<td>designing a building?</td>
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<tr>
<td>designing your own invention?</td>
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<td>having your own photo lab and developing your own photography?</td>
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<tr>
<td>visiting a museum or historical site?</td>
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<td>keeping a personal journal or diary?</td>
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<td>organic gardening?</td>
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<tr>
<td>being involved in a neighborhood project?</td>
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<tr>
<td>belonging to a social action group like the Sierra Club?</td>
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<tr>
<td>developing &amp; maintaining a computer bulletin board?</td>
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<tr>
<td>volunteering your time to a charitable organization?</td>
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MENTOR CONTRACT

Student Name (Print): ________________________________
Mentor Name (Print): ______________________________________________________
Mentor Title: ______________________________________________________
Student Project: ___________________________________________________
Mentor Qualifications:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Meeting dates and times:
1. ________________________________ Met: yes no
2. ________________________________ Met: yes no
3. ________________________________ Met: yes no
4. ________________________________ Met: yes no
Evaluation Date: (No later then December 13th, 2012)
I have agreed to serve as a mentor for ________________________________,
on his/her creativity project. I understand that I am responsible for meeting with him/her a
minimum of 3 times over the next 10 weeks in order to provide feedback and guidance. I also
understand that, after the project is completed, I will be responsible for evaluating the project
using the Student Product Assessment Form (SPAF) and for providing specific feedback in a
face to face forum, with the goal of providing an opportunity for growth.

_______I have received a copy of the Student Product Assessment Form (SPAF).
_______I will review the SPAF during meeting sessions in order to provide specific guidance
throughout the development of the project.

Mentor Name (Print) _____________________________
Signature: _________________________________________
Mentor email ______________________________________________
Mentor Phone Number ___________________________________________
Student Product Self Evaluation Sheet

Parent Name ___________________________   Date __________________

Student Name ___________________________________________________________

1. Describe your feelings about working on your project. Did you enjoy working on it?

2. List some of the things you learned while working on your project.

3. Were you satisfied with your final project?

4. List some of the ways your mentor helped you on your project.

5. Do you think you might like to work on another product in the future? Do you have any ideas for this product?
Parent Evaluation of Student Product

Parent Name _______________________________   Date __________________

Student Name ___________________________________________________________

1. Has your child discussed his/her product at home?

2. Have you noticed any changes in your child’s interests or use of free time since he/she began working on the product?

3. Please comment below on your child’s task commitment, involvement and interest level while the independent study or project was being developed.

4. Please assess the overall quality of your child’s product.

5. Please add any other comments about the enrichment program that you would like to offer.

Parent signature ___________________________________________________________
**GENERAL AREA(S) OF STUDY**  
(Choose all that apply)  
__ Language Arts/Humanities __ Science __ Social Development  
__ Social Studies __ Music __ Other (Specify) ______  
__ Mathematics __ Art __ Other (Specify) ______  

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**SPECIFY AREA OF STUDY**  
Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

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**INTENDED AUDIENCES**  
Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. ___________________________  
2. ___________________________  
3. ___________________________  
4. ___________________________  
5. ___________________________

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**INTENDED PRODUCT(S) AND OUTLETS**  
What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicle (journals, conferences, art shows, etc.) are typically used by professionals in this field?

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**METHODOLOGICAL RESOURCES AND ACTIVITIES**  
List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, tape recorder, questionnaire, etc.) Keep continuous record of all activities that are part of this investigation.

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**GETTING STARTED**  
What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data," how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

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A complete description of the model utilizing this form can be found in:  **The Enrichment Triad Model: A Guide For Developing Defensible Programs For The Gifted And Talented.**  
Creative Learning Press, Inc., P.O. Box 320, Mansfield Center, CT 06250.

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Accomplishment Plan

Name __________________________________________

Date_________________ Day ____________________

Creative Project:
______________________________________________________________________________
______________________________________________________________________________

Goals for the week of: _________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Something new I have learned is:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Date: _________________________________

Evaluation:

_________ I accomplished this goal(s).

_________ I have used my time wisely.