

Future Problem Solving Glossary

25% RULE (Step 3)	If the UP is a Restatement ; is Circular ; or uses an Absolute Verb ; is Unrelated to or Ignores the Future Scene ; or is Without a KVP or Purpose , the team may receive credit for maximum of 25% of the possible total solutions for each division.
Absolute Verb in KVP or Purpose (Step 2)	Absolute verbs are restrictive mandates that lack flexibility and limit the creation of varied solutions (Step 3). Solutions will either solve perfectly or not at all. Absolute verbs offer NO flexibility in the action to be taken. The 25% Rule is applied when scoring solutions. This will also impact scores given in Steps 4 & 6.
Action Plan (AP) or Final Plan of Action (Step 6)	Proposal for solving the Underlying Problem (UP) . The basis comes from the highest scoring solution from Step 5 but is now expanded to explain in detail the who, what, how, why, where, and when of the solution idea. Will most often consist of three or more paragraphs, but may be presented in a unique format. This is the culminating work of the Future Problem Solving booklet.
Applicability: (Step 4)	Examines the content of the Criterion as it applies to the UP
Blank (Steps 1, 3, 4 and 6)	Selected on the scoresheet to indicate that nothing was written by the team or individual for that particular entry.
Booklet:	Provided to the Future Problem Solving team as an electronic document on which to complete the FPS process.
Category (Flexibility): (Steps 1 & 3)	A list of 20 different topics that are used to assist students to generate ideas from a variety of sources.
Cause/Effect	Reasons the problems may be occurring in the Future Scene.
Certification Number	FPS Coaches and Evaluators who successfully pass the certification process are assigned a certification number listed in the KAAC FPS certification database.
Certification Requirements	Each team in Governor's Cup must have two (2) people certified for the District competition: Coach and Evaluator (MUST NOT be the same person)
Certification—Length of Years 0 Years Certification—Expires after 1 year of certification 1 Year Certification—Expires after 1 year of certification 2+ Years Certification—Expires after 2 years of certification	0 Year—First year of FPS Certification— Attend an FPS clinic and returning a scored Booklet for Certification within 14 days of the clinic. 1 Year –Second year of FPS Certification— Attend an FPS clinic and returning a scored Booklet for Certification within 14 days of the clinic. 2+ Year—Third year of FPS Certification – Attend an FPS clinic and complete the certification requirement within 14 days of the clinic. Does NOT require renewal next year.
Challenge or Concern: (Step 1)	A challenge is an issue, concern, or problem that needs attention or consideration, which relates to the Future Scene .
Championship Round of State Finals	Final round of scoring Middle Grades and High School booklets to determine the final order of the top 5 places in Governor's Cup.
Charge: (Step 2)	Directive, found in Future Scene for the purpose of attacking the areas of concern.
Circular UP: (Step 2)	Purpose repeats either the CP and/or KVP . This repetition may be contextually the same (verbatim) or a paraphrasing carrying the same meaning. The 25% Rule is applied when scoring solutions. This will also impact scores given in Steps 4 & 6.
Clarity (Step 1)	Measures quality of writing and effective cause and effect relationship in a Relevant Challenge to the Future Scene. For all divisions a one-to-one ratio can be awarded up to the maximum number of 16 or 8 when applicable.
Clarity (Step 2)	Examines the effective communication of the intent of the Underlying Problem
Clarity (Step 3)	After scoring an Elaboration credit in Step 3, is considered for effective communication of the action proposed in which the solution will be carried out. For all divisions a one-to-one ratio can be awarded up to the maximum number of 16 or 8 when applicable.
Clarity (Step 6)	Measures clearness and conciseness of expression; effective communication of ideas in the Action Plan
Coach	Certified in FPS to have a team eligible in Governor's Cup.
Completeness: (Step 6)	Considers the extent to which the AP is thoroughly elaborated. Measures the degree to which the team creates a strategy for addressing the UP. A full description of the solution idea from Step 3 scoring the highest in Step 5 Grid from the Criteria written in Step 4. Goes beyond the description in Step 3. Presents organized, comprehensive explanation of process needed to achieve AP.
Competition Level	Division of the team or individual competition. For Governor's Cup: District, Region and State. For JR Division and Individual competitions, see Chart in Evaluation manual.
Component Events	KAAC sponsored events that are not associated with the Governor's Cup competition. These events include JR Division FPS, Individual FPS, Scenario Writing, Scenario

	Performance, and Community Problem Solving-Team or Community Problem Solving-Individual.
Condition Phrase (CP): (Step 2)	A lead-in phrase that describes the situation in the Future Scene that is the basis for the challenge chosen in the Underlying Problem (UP) .
Correctly Written: (Step 4)	Structural elements of criteria in Step 4. Must contain 4 elements to receive credit for being written correctly: a single dimension, uses a superlative with a qualifier, desired direction/outcome and recognizable as a question.
Creative Strength: Steps 1, 3 and 6	Assesses the overall creative productive thinking in the booklet. Often identified as "making mental leaps" beyond obvious or commonplace responses.
Criteria: (Steps 4 & 5)	Questions used by the team to evaluate solution ideas. Criteria should focus on a single dimension, has a superlative with a qualifier, indicate the desired direction and be recognizable as a question. Criteria may be classified as Generic or Specific .
Criteria in the Development of the Action Plan	Assesses the degree of the Criteria written in Step 4 is integrated into the best solution used in the Action Plan.
Critical Error (Steps 2, 3, 4 and 6)	If the UP is a Restatement ; is Circular ; or uses an Absolute Verb in KVP or Purpose ; or is Without a KVP or Purpose or is Unrelated to/Broadens/Ignores FS , the team may receive credit for maximum of 25% (25% Rule) of the possible total solutions for each division. The 25% Rule is applied when scoring solutions. This will also impact scores given in Step 4 when applying rules for Specificity and in Step 6 by assigning automatic scores of 1 for Impact on Future Scene, Relationship to UP and Clarity.
Definitive Statements: (Step 3)	Correct form for writing Step 4 solution ideas. Solutions written using probability statements that include such words as "may", "might" or "could" may only receive credit for up to four (4) different solutions.
Duplicate: (Steps 1 and 3)	In Step 1, any challenge that is too contextually similar to a previously scored challenge that was scored as Relevant . In Step 3, any solution that is too contextually similar to a previously scored solution idea that was scored as Relevant . No credit is awarded for a challenge or solution that is a duplicate of another.
Duplicate: (Step 4)	A criterion that is a duplicate of another. No credit is awarded for a criterion that is a duplicate of another.
Future Problem Solving (FPS) – Team:	Competition in which four students are given a Future Scene and a booklet which is to be completed within a specified time constraint. Their charge is to problem solve by identifying challenges and solutions in order to solve the situation presented in the competitive Future Scene.
Elaboration: (Step 3)	Any relevant solution that includes at least three answers to the four questions: who, what, why and how. Any solution written by tacking on the KVP and/or Purpose will NOT be considered for elaboration credit after four (4) times in Step 3. When considering a relevant WHO, this person or group must be appropriate for the tasks to be accomplished and the same who may only be considered for Elaboration 2 times. For all divisions a one-to-one ratio can be awarded up to the maximum number of 16 or 8 when applicable.
Evaluator	A person who has received an FPS certification Number by attending an FPS Certification Clinic and completing the certification requirements. Restrictions for evaluators are listed on page 1 of the <i>FPS Evaluation Manual</i> .
Feedback	A requirement of all FPS evaluators when scoring FPS Booklets. The <i>FPS Evaluation Manual</i> includes the guidelines for scoring competitive booklets.
Flexibility (Category): (Steps 1 and 3)	A numerical score based on the number of categories identified within the challenges in Step 1 and the solutions in Step 3. For all divisions a one-to-one ratio can be awarded up to the maximum number of 16 or 8 when applicable.
Fluency: (Steps 1)	Numerical score based upon the number of challenges identified as Relevant in Step 1. For all divisions, the Fluency scores is awarded one-to-one and corresponds to the number of Relevant entries for each step.
Future Problem Solving – Individual:	Component Event Competition in which one student is given a Future Scene and a booklet to be completed within a specified time constraint. The IND FPS's charge is to problem solve by identifying challenges and solutions in order to solve the situation presented in the competitive Future Scene.
Future Scene (Fuzzy) (FS):	A hypothetical, what if, scenario based on current information or ideas. Also known as a " Fuzzy ".
Future Scene Parameters (FSP): (Step 2)	Elements that place the Underlying Problem within the parameters of the Future Scene , including time, place, and topic. Could be described as the setting of the Underlying Problem .

Futuristic Thinking: (Steps 1, 3 and 6)	Assesses the ability to work within the timeframe of the Future Scene and extrapolate relevant trends and technologies from the research. Does not mean
Fundamental Concepts Steps 1, 3 and 6	Evaluating steps of the FPS process for Research Applied, Creative Strength, and Futuristic Thinking in Steps 1, 3 and 6.
Fuzzy (Future Scene, or FS):	See Future Scene (FS) .
Generic: (Steps 4 & 5)	Criteria are relevant in measuring concerns to most any problems; nonspecific to Future Scene, Underlying Problem (UP), or Solutions .
Grid: (Steps 4 & 5)	Table used in evaluation of solution ideas , and rank using the Criteria in Step 4. Solution receiving highest score in "grid" must be used for Action Plan in Step 6.
How: (Steps 3 and 6)	In Step 3, how is the Solution to be carried out; how will it work? In Step 6, a detail explanation in how this Solution will be carried out and how it solves the UP should be given.
Humaneness: (Step 6)	Measures the productive, positive potential of the AP as opposed to its destructive, negative potential.
ID Booklet	Booklets are assigned in the competition with a number as a code to help keep the identity of the team and team members anonymous to evaluators
ID Evaluator	A letter assigned during the scoring process.
Impact: (Step 6)	Measures the positive impact of the AP on the Focus of the Future Scene.
Insight Step 1	Only Relevant Challenges receiving credit for Clarity are eligible for Insight points. Demonstrates meaningful, in-depth understanding potential implications emerging from FS. For all divisions a one-to-one ratio can be awarded up to the maximum number of 16 or 8 when applicable.
Key Verb Phrase (KVP): (Step 2)	One key verb in a phrase connected with only one object or modifier that mandates what will be done to solve the Underlying Problem (UP) . The Key Verb Phrase will occur most often just after the Stem . If missing, the 25% Rule will apply in Step 3 and Step 6 must be assigned automatic scores of 1 for Impact on the Future Scene, Relationship to the UP and Clarity.
Mandatory Adoption of Scores in Steps 2, 4 and 5 for MG and HS	The Regional MG and HS division FPS and Composition Coordinator sends the pages containing Steps 2, 4 and 5 of each booklet to the Program Director at KAAC. These steps are pre-scored by KAAC trainers and sent back to the coordinator to be included in the packets with numbers of the booklets to be scored by each evaluator. The scores for these steps MUST be verified by the FPS and Composition Coordinator before the evaluators leave the building after scoring has been completed.
No KVP (Step 2)	Critical part of the Underlying Problem not written by the team. Leaving out the KVP causes the team to not have a stated action to accomplish. If missing, the 25% Rule will apply in Step 3 and Step 6 must be assigned automatic scores of 1 for Impact on the Future Scene, Relationship to the UP and Clarity.
No Purpose (Step 2)	Critical part of the Underlying Problem not written by the team. Leaving out the Purpose causes the team to not have a stated goal to accomplish. The 25% Rule is applied when scoring solutions in Step 3. If missing, the 25% Rule will apply in Step 3 and Step 6 must be assigned automatic scores of 1 for Impact on the Future Scene, Relationship to the UP and Clarity.
Not Applicable (Step 4)	A criterion that is not useful for evaluating solutions to the UP
Not Relevant (Steps 1 and 3)	A Challenge or Solution that does not meet the requirements for being Relevant
Originality: (Steps 1 and 3)	Especially insightful, rare or creative thinking that receives a Relevant as a challenge in Step 1. Especially insightful, rare or creative thinking that receives credit for being a Relevant solution in Step 3.
PCA (Paired Comparative Analysis)	Head-to-head comparison of booklets advancing to the PCA Round of scoring in Middle Grades and High School Divisions from Round One.
PCA Round of State Finals	Scoring procedure to determine 6 th -10 th places in Middle Grades and High School Divisions
Penalty:	Mandate score for any critical mistake in the FPS process.
Place: (Step 2)	One of 3 parameters to be identified in the UP. If the parameter is missing or incorrect, all subsequent steps of the booklet must apply the competitive Future Scene parameter to awarded credit. Not having the correct parameter identified can negatively impact scores in Steps 2, 4 and 6.
Population: (Steps 2, 4 and 6)	The Future Scene is written about a specific individual or group of people (stakeholder/s). The community in which the Future Scene was written may or may not be the correct population or stakeholders.

Pre-scoring of Steps 2, 4 and 5	Performed by KAAC FPS Trainers for Middle Grades and High School Region and Middle Grades and High School State Finals to assist with scoring consistency. Pre-scores must be adopted by FPS Evaluators
Probability Statement:	Correct form for writing Step 1 challenges. Challenges written using definitive forms such as "will" may only receive credit for up to four (4) different challenges.
Purpose (P): (Step 2)	The outcome or goal expected from the directive set forth by the Key Verb Phrase (KVP) .
Qualitative Score: (Step 2)	Measures the quality of the UP written in the booklet. See Significance and Scope.
Relevant (Step 1)	Probability statement that identifies a problem or concern occurring within the Future Scene and the Future Scene Parameters. See Probability Statement or Challenge .
Relevant: (Step 3)	Definitive statement written as a solution idea that achieves the goal of the UP. Addresses the issues of the CP, answers the KVP and supports the Purpose and occurs within the Future Scene Parameters.
Research Applied: Steps 1, 3 and 6	Measures use of applicable research on the topic in the booklet. Students can also show research by showing knowledge of issues and trends.
Restatement: (Step 2)	A revision of the intent of the charge that does not narrow the topic, <u>or</u> a summary of the entire Future Scene or Topic. This may or may not be verbatim.
Scope	Measures the manageability and Focus of the UP.
Scoresheet	Simplified rubric designed to score FPS booklets from the FPS Evaluation Manual .
Significance	Assesses the importance of the UP to the Future Scene
Solution: (Step 1)	An incorrectly written statement for Step 1. A response that suggests how to solve challenges of the Future Scene is denying an important element of the Future Problem Solving process. If definitive statements using will are used in more than four Relevant challenges, credit may be awarded to only four (4).
Solution: (Step 3)	Proposal idea that are stated in definite terms that solve the Key Verb Phrase (KVP) and make a connection to the Purpose .
Stakeholders: (Steps 2, 4 and 6)	The Future Scene is written about a specific individual or group of people (stakeholder/s). The community in which the Future Scene was written may or may not be the correct population or stakeholders.
Specific: (Steps 4 & 5)	Criteria specific to any part of the Underlying Problem (UP) which is within the Future Scene parameters, or research. They show greater insight and are more effective in evaluating the solution idea that is the best to use for the Action Plan .
Stem (S): (Step 2)	Use of the phrase, " How might we "(HMW) OR " In what ways might we "(IWWMW), in the Underlying Problem (UP) .
Step	A unique section in the Future Problem Solving process with requirement specific to each of the six steps and the Overall scores.
Structure: (Step 2)	Assessment of the composition of the UP. Must contain five (5) elements to receive full credit. Condition Phrase, Stem, single Key Verb Phrase, single Purpose and three (3) Future Scene Parameters of topic, time and place.
Structure: (Step 4)	See Correctly Written.
Topic:	Released subjects that allow students to research and prepare for the Future Problem Solving competitions.
Time:	The period of time the Future Scene is written about which is usually at least 20 years into the future.
Underlying Problem (UP): (Step 2)	Challenge that identifies and states a very important issue within the Future Scene to solve. The UP is made up of the following components: Condition Phrase, Stem, Key Verb Phrase (KVP), Purpose and Future Scene Parameters .
UP-based criterion	A criterion that is based on the ideas from the Underlying Problem with a tie to the Condition Phrase, KVP or Purpose .
What (Steps 1, 3 and 6)	In Step 1, identifies What the Challenge is with a clear connection to the Future Scene. In Step 3, identifies What the Solution is with a clear connection to solving the UP. In Step 6, explains in detail What the solution is.
Who (Steps 1, 3 and 6)	In Step 3 solutions, and in Step 6, the group or person to carry out the action to be done. In Step 3, the same group or person may not be used more than 2 times to fulfill the requirement and be eligible for Elaboration credit and must be relevant to the action to be completed. An example of an improperly identified "Who", Teachers will pass a bill into law. Passing a bill is an action of government officials, not a teacher. In Step 6, may provide additional information about the Who.

Why (Steps 1, 3 and 6)	In Step 1, identifies Why it is a Challenge is with a clear connection to the Future Scene. in Step 3, identifies Why the Solution fulfills the KVP, or supports the Purpose, or effective in solving the UP as a whole. In Step 6, explains in detail Why the solution is impacts the situation in the Future Scene and the UP.
Yes: (Step 4)	Meet all 4 required elements in a criterion for Correctly Written