FSMC Proposal Scorecard

(one form required per FSMC and per evaluation team member)

FSMC Evaluated:

Evaluation Criteria	Possible Points	Points Granted	Justification for Scoring*
Cost – The FSMC with the lowest price receives the maximum points. The other FSMCs receive points equal to the lowest price divided by their price multiplied by 25 (or maximum points). Do not round. 25 points or more.	25		
Years of Experience in working with Child Nutrition Programs – Maximum of 10 points 10+ years = 10 points 5 years = 5 points 9 years = 9 points 4 years = 4 points 8 years = 8 points 3 years = 3 points 7 Years = 7 points 2 years = 2 points 6 Years = 6 points 1 year = 1 point	10		
Guarantee – Maximum of 5 points Guaranteed Profit = 5 points Breakeven = 3 points Guaranteed Loss less than $50,000 = 2 points Guaranteed Loss between $50,001 and $100,000 = 1 point Guaranteed Loss greater than $100,001 = 0 points No Guarantee = 0 Points	5		
Service Capability Plan	8		See below
Financial Conditions/Stability, Business Plan	8		See below
Accounting and Reporting Systems	8		See below
Personnel Management / Staffing considerations	15		See below
Student Engagement	8		See below
Quality Assurance	10		See below
Choose One			See below
Choose One			See below
Choose One			See below
User Defined - Ease of Reading Menu	3		See below
Total	100	0	

*Scorecards must include detailed justifications.

Attestation: Under the penalty of perjury, I attest that no one discussed scoring or evaluation preferences with me that would alter my score in one direction or another. My evaluation was done alone and solely based on my evaluation of the material presented.

Printed Name of Evaluation Member

Evaluators Digital Signatures

The Evaluation Team will create this rubric before the Request for Proposal (RFP) is issued to prospective FSMCs. The Evaluation Team will determine what constitutes receiving a level 1, level 2 or level 3 score. See Evaluation Guidance for instructions on using this rubric and a sample completed rubric.

Evaluation Criteria	Possible Points	Level 1	Level 2	Level 3	Points Granted	Justification for scoring
Example Criteria	8	1-3 Define what the FSMC must achieve to receive the level of points	4-5 Define what the FSMC must achieve to receive the level of points	6-8 Define what the FSMC must achieve to receive the level of points		
Service Capability Plan	8	1-2 Plan is generic or does not address key district-specific needs and lacks contingency planning or clear service strategies.	3-5 Plan is clear and relevant to the district's needs, but may lack some details or specific strategies for contingencies or risk management.	6-8 Provides a highly detailed, innovative, and well-researched plan tailored to the district's unique needs, including clear service delivery strategies, contingency planning, and risk management.		
Financial Conditions/Stability, Business Plan	8	1-2 **Financial instability or lack of transparency. No clear pricing or budget breakdown, and/or history of financial issues. Business plan is unclear, underdeveloped, or lacks strategic vision for growth and alignment with the district's needs.**	3-5 **Financially stable but lacks some transparency or detailed financial documentation (e.g., limited audit history or vague pricing). Business plan is realistic but may not be as detailed or comprehensive in terms of market analysis or future growth goals.**	6-8 Demonstrates strong financial health with a comprehensive budget, transparent pricing, and clear long-term sustainability. Provides detailed financial statements, audits, and risk management plans. P resents a clear, realistic, and growth-oriented business plan with a well-defined vision for the future. Includes market analysis, growth potential, and specific goals aligned with the district's needs.		
Accounting and Reporting Systems	8	1-2 Lacks a proper accounting system, poor reporting accuracy, or insufficient financial oversight. Transparency is lacking.	3-5 Accounting system is functional but lacks automation or advanced reporting features. Financial reporting is adequate but may be delayed or less detailed.	6-8 Robust accounting system in place with automated reporting, real-time tracking, and full transparency. Detailed financial management practices and accurate reporting processes that ensure compliance. Clear and easy to read samples provided,		

Evaluation Criteria	Possible Points	Level 1	Level 2	Level 3	Points Granted	Justification for scoring
Personnel Management / Staffing considerations	15	1-5 Staffing plan is unclear or insufficient. Lack of qualified staff, poor training programs, or inability to scale staffing.	6-10 Staffing plan meets basic needs, but may lack some flexibility, or staff qualifications or training may not be fully comprehensive.	11-15 Clear, efficient staffing plan with qualified personnel, continuous training, and a focus on staff retention. Staffing levels are scalable, adaptable to school size and needs, and demonstrate sufficiency for hiring of staff.		
Student Engagement	8	1-2 Minimal student engagement or feedback opportunities. Student preferences are not considered in menu planning.	3-5 Adequate student engagement with some feedback opportunities, but may not consistently incorporate student preferences into the menu.	6-8 Strong emphasis on student engagement with frequent feedback loops, inclusive menu planning, and activities to promote healthy eating. Actively incorporates student preferences and feedback.		
Quality Assurance	10	1-3 Lack of a formal quality assurance system. No regular audits, and food safety or service quality issues are not addressed.	4-6 Basic quality assurance practices in place, such as periodic food safety checks, but lacks thorough or continuous improvement systems.	7-10 Comprehensive quality assurance system that includes regular food safety audits, student quality assessment, and continuous improvement practices. Clear process for addressing quality concerns.		
Choose One						

Evaluation Criteria	Possible Points	Level 1	Level 2	Level 3	Points Granted	Justification for scoring
User Defined - Ease of Reading Menu	3	1 Menus are difficult to read or understand. Lack of clarity on ingredients, allergens, or nutritional information.	2 Menus are clear and accessible but may lack some details (e.g., allergens, or nutrition information). Some formats available.	3 Menus are highly accessible, clearly written, and easy to navigate, with detailed information about ingredients, allergens, and nutritional content (and ability to order by number at the elementary level). Offers multiple formats (digital and printed).		