



Poudre School District

ARCHITECTURAL & ENGINEERING SERVICES PREQUALIFICATION – EVALUATION SCORING MATRIX

Proposer:		Evaluator:	
Date:		Total Score:	___ / 100

Minimum Qualification Screening (Pass/Fail)

Before scoring, confirm the proposer satisfies the stated minimum qualifications. A proposer that does not meet required minimum qualifications may be deemed non-responsive or non-qualified in accordance with the RFQ.

Minimum Qualification	Pass	Fail	Evaluator Notes
Minimum five (5) years of documented professional experience providing the applicable architectural, engineering, or professional services.	☐	☐	
Minimum three (3) successfully completed comparable projects within the previous five (5) years.	☐	☐	
Demonstrated experience providing professional services for existing, occupied, or operational facilities.	☐	☐	
Appropriately qualified and licensed professionals available for each discipline for which prequalification is requested, including current Colorado licensure/registration where required.	☐	☐	
Demonstrated quality-control and interdisciplinary coordination procedures.	☐	☐	
Demonstrated experience providing active Construction Administration through completion and closeout of construction projects.	☐	☐	
Sufficient qualified personnel and organizational capacity to support District assignments for the discipline(s) for which prequalification is requested.	☐	☐	

Scored Evaluation – 100 Points

Score each criterion using the rating guide below. Evaluators should base scores on the firm's demonstrated professional qualifications, comparable and K-12 experience, existing-condition investigation, design quality and interdisciplinary coordination,



Poudre School District

Construction Administration capabilities, key personnel, Facilities responsiveness, past performance, and ability to successfully support the District's anticipated work.

Evaluation Criterion	Weight	Evaluation Considerations	Score	Evaluator Comments
1. Relevant & Comparable Professional Experience	15	Depth and relevance of architectural, engineering, or specialty professional experience for the discipline(s) requested; quality, complexity, and similarity of completed projects; experience with K-12 educational facilities and existing-building renovation, repair, replacement, or improvement work.	____ / 15	
2. Existing Conditions, Investigation & Technical Approach	10	Demonstrated approach to field investigation, verification of existing conditions, documentation review, evaluation of existing building/site systems, identification of deficiencies and risks, and development of practical, constructible solutions for existing facilities.	____ / 10	
3. Design Quality, QA/QC & Interdisciplinary Coordination	15	Strength of internal quality-control procedures; coordination between architectural, structural, mechanical, electrical, civil, and specialty disciplines; ability to identify conflicts, omissions, inconsistencies, constructability concerns, and scope gaps before issuance of design documents.	____ / 15	
4. Construction Administration	20	Demonstrated history of active engagement throughout construction; timely and technically accurate RFIs and submittal reviews; site observations; supplemental design information; ownership and resolution of design issues; change management; consultant coordination; testing/commissioning support; punch lists; and closeout.	____ / 20	
5. Key Personnel, Licensing & Team Capacity	10	Qualifications, relevant experience, professional licensure, and availability of proposed key personnel; strength and coordination of subconsultants; organizational capacity to support assignments of varying size, complexity, and duration.	____ / 10	
6. Facilities Support & Responsiveness	10	Demonstrated willingness and capability to support smaller Facilities-driven assignments, investigations, troubleshooting, limited design, and time-sensitive site needs; ability to scale staffing and level of effort appropriately while remaining responsive to District operations.	____ / 10	
7. Past Performance & References	10	Demonstrated performance related to design quality, technical accuracy, communication, coordination, responsiveness, Construction Administration, issue resolution, budget awareness, schedule performance, and completion/closeout. Quality and relevance of references and prior client experience.	____ / 10	
8. Schedule, Budget & District Coordination	10	Ability to develop and maintain design schedules, support compressed construction schedules, provide cost-conscious and design-to-budget solutions, communicate material cost/schedule impacts, coordinate with District stakeholders, and provide timely professional decision-making.	____ / 10	



Poudre School District

Rating Guide

Rating	General Description	Suggested % of Available Points
Excellent	Exceptional demonstrated qualifications; highly relevant evidence; materially exceeds the District's expectations.	90–100%
Very Good	Strong demonstrated qualifications with relevant evidence; exceeds requirements in meaningful areas.	80–89%
Good	Meets requirements and demonstrates adequate relevant experience and capability.	70–79%
Fair	Partially meets expectations; limited evidence, notable weaknesses, or concerns that may affect performance.	50–69%
Poor / Unacceptable	Does not adequately demonstrate the required experience, capability, or performance.	0–49%

Overall Evaluation / Recommendation

Strengths:

Concerns / Risks:

Recommended for Prequalification: ☐ Yes ☐ No

Evaluator Signature: _____ Date: _____