

North Lawndale College Prep High School
Senior Project Presentation Rubric: Entrepreneurship

2013-2014

Senior's Name: _____ Panelists' Names: _____ Date: _____
 Entrepreneurship Teacher: Mr. John Henry Independent Study Teacher: _____
 English Teacher: _____ Math Teacher: _____

		Skill	An <u>A</u> Presentation has	A <u>B</u> Presentation has	A <u>C</u> Presentation has	An <u>F</u> Presentation has	Points
		CONTENT of the Senior Project Presentation (50%)	The Argument: Organization, Analysis/Synthesis, and Continuity	INTRODUCTION A beginning which describes why the topic was chosen	An <i>exceptional</i> beginning which describes why the topic was chosen <i>Points Possible</i> (10)	An <i>effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (9-8)	A <i>somewhat effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (7)
THESIS/CLAIM The statement of your argument; the essay's "main idea"	An <i>exceptional</i> thesis/claim that responds to the Driving Question <i>Points Possible</i> (10)			An <i>effective</i> thesis/claim that responds to the Driving Question <i>Points Possible</i> (9-8)	A <i>somewhat effective</i> thesis/claim that <i>somewhat</i> responds to the Driving Question <i>Points Possible</i> (7)	<i>No thesis/claim</i> , one that <i>does not make sense</i> , or one that <i>does not respond to the Driving Question</i> <i>Points Possible</i> (6-0)	/10
BACKGROUND INFORMATION Before the argument begins, appropriate and necessary information that provides context for the argument (e.g., historical, socioeconomic, geographical, statistical, etc.)	<i>Exceptional</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (10)			<i>Effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (9-8)	<i>Somewhat effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (7)	<i>No or little</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (6-0)	/10
SUPPORTING IDEAS/REASONS Ideas/Reasons that support thesis/claim	<i>Exceptional</i> ideas/reasons that logically support the thesis/claim <i>Points Possible</i> (20-18)			<i>Effective</i> ideas/reasons that logically support the thesis/claim <i>Points Possible</i> (17-16)	Ideas/Reasons that <i>somewhat</i> support the thesis/claim <i>Points Possible</i> (15-14)	Either <i>very few</i> or <i>no</i> ideas/reasons or ones that <i>do not support the thesis/claim</i> <i>Points Possible</i> (13-0)	/20
OPPOSING IDEAS/REASONS and REBUTTAL Ideas/Reasons that oppose thesis/claim	<i>Exceptional</i> ideas or reasons that logically oppose the thesis/claim; <i>exceptional</i> rebuttal to those opposing ideas <i>Points Possible</i> (20-18)			<i>Effective</i> ideas/reasons that logically oppose the thesis/claim; <i>effective</i> rebuttal to those opposing ideas <i>Points Possible</i> (17-16)	Ideas/reasons that <i>somewhat</i> oppose the thesis/claim; <i>somewhat effective</i> rebuttal to those opposing ideas <i>Points Possible</i> (15-14)	Either <i>very few</i> or <i>no</i> opposing ideas/reasons or ideas/reasons <i>which do not oppose the thesis/claim</i> ; <i>little</i> or <i>no</i> rebuttal to the opposing ideas <i>Points Possible</i> (13-0)	/20
SET-UPS and EVIDENCE Set-ups <u>and</u> Evidence that support Background Information, Supporting Ideas/Reasons, and Opposing Ideas/Reasons and Rebuttal (must include at least 2 Quantitative Data Representations)	<i>Exceptional</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (20-18)			<i>Effective</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (17-16)	<i>Somewhat effective</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (15-14)	Either <i>little</i> or <i>no</i> set-ups and evidence; no quantitative data representations <i>Points Possible</i> (13-0)	/20
ANALYSIS of EVIDENCE to SUPPORTING or OPPOSING IDEAS/REASONS Logical explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim	<i>Exceptional</i> explanations that link the evidence to the supporting or opposing ideas/ and the thesis/claim <i>Points Possible</i> (20-19)			<i>Effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible</i> (17-16)	<i>Somewhat effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible</i> (15-14)	<i>Ineffective or no</i> explanation of evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible</i> (13-0)	/20
PROPOSAL One or more major idea to solve the identified problem, with idea separated into at least three parts; full explanation of each part	<i>Exceptional</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (10)			<i>Effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (9-8)	<i>Somewhat effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (7)	<i>Little or no</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (6-0)	/20
INTENDED AUDIENCE FOR PROPOSAL Appropriate use of language, tone, and style to reach the intended audience for the proposal	Awareness of audience, purpose, and occasion through the use of <i>exceptionally</i> appropriate language, tone, and style <i>Points Possible</i> (10)			Awareness of audience, purpose, and occasion through the use of <i>effective</i> language, tone, and style <i>Points Possible</i> (9-8)	Awareness of audience, purpose, and occasion through the use of <i>somewhat effective</i> language, tone, and style <i>Points Possible</i> (7)	<i>Ineffective</i> awareness of audience, purpose, and occasion through the <i>ineffective</i> use of appropriate language, tone, and style <i>Points Possible</i> (6-0)	
STATEMENT OF INTENT Written statement of purpose and process of the Creative Element	<i>Exceptional</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (20-18)	<i>Effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (17-16)	<i>Somewhat effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (15-14)	<i>Ineffective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (13-0)	/20		
Total Content Points							/150

CREATIVE ELEMENT

of Senior Project Presentation (30%)

Entrepreneurship

	Skill	An <u>A</u> Presentation has	A <u>B</u> Presentation has	A <u>C</u> Presentation has	An <u>F</u> Presentation has	Points
	<p>VISUALLY COMPELLING PRESENTATION Uses engaging slides with limited text; reflects “brand identity” in color scheme, design, and tone.</p>	<ul style="list-style-type: none"> • <i>Exceptionally</i> clear concise slides that include minimal words, no sentences, and no more than 5 lines. • Easy to read slides include many strong relevant images, color choices, and limited animation that complement the brand. <p style="text-align: center;"><i>Points Possible (20-18)</i></p>	<ul style="list-style-type: none"> • <i>Effectively</i> clear slides that include few words and sentences, and no more than 5 lines. • Slides include some images and limited animation on slides that complement the brand with easy to read font size and color choices. <p style="text-align: center;"><i>Points Possible (17-16)</i></p>	<ul style="list-style-type: none"> • <i>Somewhat effective</i> slides that include many words and 5 lines with sentences. • Slides include some images and animation on slides that do not complement the brand with varied fonts, background colors that are hard to read. <p style="text-align: center;"><i>Points Possible (15-14)</i></p>	<ul style="list-style-type: none"> • <i>Ineffective</i> slides that include full sentences and paragraphs that distract the audience. • Slides contain some images that do not complement the brand with varied fonts, background colors that are hard to read, and animation that distract the audience. <p style="text-align: center;"><i>Points Possible (13-0)</i></p>	/20
	<p>OPPORTUNITY RECOGNITION and BUSINESS STRUCTURE Identifies a business idea that fulfills a want or need that is not being met by existing businesses; explains the relationship between the senior, his/her business, and their community; and communicates how the product or service benefits members of the target market.</p>	<p style="text-align: center;"><i>Exceptionally/Exceptional</i></p> <ul style="list-style-type: none"> • clear and engaging description of a want or unmet need using data to support claims; idea is clearly and persuasively described and links to solving the problem or unmet need through research. • mission statement and plans for social impact embedded in the opportunity; clearly connected to why the business exists with supporting research. • clear and compelling description of 3 or more reasons why the student is qualified to run this business. • product or service is clearly described, includes detailed explanation of production/delivery product/service features and benefits connected to target customers in an engaging manner. <p style="text-align: center;"><i>Points Possible (25-23)</i></p>	<p style="text-align: center;"><i>Effectively/Effective</i></p> <ul style="list-style-type: none"> • clear and engaging description of a want or unmet need in the market; idea is clearly and persuasively described and links to solving the problem or unmet need. • mission statement and plans for social impact embedded into the opportunity; clearly connected to why the business exists. • clear description of 3 reasons why the student is qualified and connected to running the business. • product or service is clearly described and includes detailed product/service features and benefits to target customers. <p style="text-align: center;"><i>Points Possible (22-20)</i></p>	<p style="text-align: center;"><i>Somewhat Effectively/Effective</i></p> <ul style="list-style-type: none"> • unclear description of a want or unmet need in the market; idea is not clearly connected to the problem identified. • mission statement and plans for social impact are not clearly connected to why the business exists. • clear description of 3 reasons why the student is qualified but not connected to running the business. • product or service is clearly described but does not include detailed product/service features and benefits to target customers. <p style="text-align: center;"><i>Points Possible (19-18)</i></p>	<ul style="list-style-type: none"> • Want or unmet need is not described at all; does not describe the business idea clearly. • Does not provide a mission statement or plans for social impact. • Description of 3 qualifications that are irrelevant or not specific to running this business. • Product or service is not clearly described and does not include any features and benefits to target customers. <p style="text-align: center;"><i>Points Possible (17-0)</i></p>	/25
	<p>MARKET RESEARCH Determines the market size for a business using primary and secondary sources; identifies an appropriate target market in terms of demographics, psychographics, and consumer behaviors; and differentiates a business from direct and indirect competitors.</p>	<ul style="list-style-type: none"> • Market and market size clearly explained using primary and secondary market research tools to persuasively support that the business is/will be profitable. • A clear and engaging description of the target market with extensive and relevant demographic, geographic, and psychographic information; linked to the product or service’s features and benefits. • A clear description of indirect and direct competitors including descriptions of strengths and weaknesses for each. Engaging and convincing explanation of competitive advantage to show how the business is unique. <p style="text-align: center;"><i>Points Possible (15-14)</i></p>	<ul style="list-style-type: none"> • Market and market size are clearly explained to show that the business is profitable and that there is a market. • A clear and engaging description of the target market with relevant demographic, geographic, and psychographic information; linked to the product or service’s features and benefits. • A clear description of indirect and direct competitors including strengths and weaknesses for each. Engaging and convincing explanation of competitive advantage <p style="text-align: center;"><i>Points Possible (13-12)</i></p>	<ul style="list-style-type: none"> • Market and market size are described but do not show that the business is profitable or that there is a market. • A description of the target market with limited or irrelevant demographic, geographic, and psychographic information; somewhat linked to the product or service’s features and benefits. • Indirect and direct competitors clearly described but do not include strengths and weaknesses. Unclear and unconvincing explanation of competitive advantage. <p style="text-align: center;"><i>Points Possible (11)</i></p>	<ul style="list-style-type: none"> • No description of market, target customers, and market size and there is no evidence that the business is or will be profitable. • No description of target market and limited or irrelevant demographic, geographic, and psychographic information; not linked to product or service’s features and benefits. • Indirect and direct competitors are not described at all, and there is no explanation of competitive advantage. <p style="text-align: center;"><i>Points Possible (10-0)</i></p>	/15
	<p>FINANCIAL INFORMATION and OPERATIONS Explains how the business defines a unit and how that unit is produced; is able to structure their Economics of One Unit (EOU) and variable expenses in an accurate and cost effective manner; calculates break-even ratio and explains the significance in relation to the business’ financial health and feasibility; and determines the amount of capital needed to start the business.</p>	<ul style="list-style-type: none"> • Clear definition of one unit with a realistic and convincing presentation for a production plan at a price customers are willing to pay. • Clear and compelling explanation of the monthly break even units and the significance in relation to the business’ feasibility. • A thorough and persuasive description of the start-up expenses and how initial funding will be applied to short term business goals. Also, presentation of a favorable ROI/ROS to show the business is a good investment opportunity. <p style="text-align: center;"><i>Points Possible (20-18)</i></p>	<ul style="list-style-type: none"> • Clear definition of one unit with a realistic and convincing presentation for a production plan. • Clear explanation of the monthly break even units and the significance in relation to business’ feasibility. • A thorough and persuasive description of the start-up expenses and how initial funding will be applied to short term business goals. Also, presentation of a ROI/ROS calculation. <p style="text-align: center;"><i>Points Possible (17-16)</i></p>	<ul style="list-style-type: none"> • Clear definition of one unit with a presentation fro production that does not seem feasible. • Unclear explanation of the monthly break even units and the significance in relation to the business’ feasibility. • Description of the start-up expenses, but no clear connection to how funds will be used to achieve short term business goals. <p style="text-align: center;"><i>Points Possible (15-14)</i></p>	<ul style="list-style-type: none"> • Unclear definition of one unit with no presentation of production at all. • No (or an incorrect) explanation of monthly break even units and the significance in relation to the business’ feasibility. • No description of the start-up investment or short term business goals. <p style="text-align: center;"><i>Points Possible (13-0)</i></p>	/20

Skill	An <u>A</u> Presentation has	A <u>B</u> Presentation has	A <u>C</u> Presentation has	An <u>F</u> Presentation has	Points
<p align="center">MARKETING and SALES</p> <p>Promotes a business to members of a target market through multiple modalities (physical and digital); creates effective strategies to sell to and retain customers in a target market; and uses primary and secondary research to realistically forecast future sales.</p>	<ul style="list-style-type: none"> 5 or more promotional methods (physical and digital) clearly described with compelling explanations for why all of the promotional methods are effective; supported by research. Persuasive presentation of sales methods that are specific, feasible and tailored to sell and retain members of target market; uses information from the consumer profile to support methods. Clear and engaging description of feasible sales estimates by citing substantial supporting market research, seasonality, and full capacity as rationale and how estimates affect net profit. <p align="center"><i>Points Possible (10-9)</i></p>	<ul style="list-style-type: none"> 5 or more promotional methods (physical and digital) clearly described with compelling explanations for why all the promotional methods are effective. Persuasive presentation of sales methods that are specific and feasible to sell and retain members of the target market. Clear description of feasible sales estimates by citing a large amount of supporting market research, seasonality, and full capacity as rationale. <p align="center"><i>Points Possible (8)</i></p>	<ul style="list-style-type: none"> 4-5 promotional methods (physical) described, but do not include any explanations for why all of the promotional methods are effective. Presentation of sales methods are identified, but may not all be feasible or appropriate for members of the target market. Description of sales estimates by citing some market research, seasonality, and full capacity, but does not support or provide rationale for estimates. <p align="center"><i>Points Possible (7)</i></p>	<ul style="list-style-type: none"> 3 or less promotional methods (physical) described, but not explained to show that they are effective. No clear presentation of sales methods, or the methods provided are irrelevant to members of the target market. Description of sales estimates but little or no supporting market research, seasonality, or full capacity and does not support or provide rationale for estimates. <p align="center"><i>Points Possible (6-0)</i></p>	/10

Total Creative Element Points

/90

DELIVERY of the Senior Project Presentation (20%) The Public Speaking Skills	VOICE	EYE CONTACT	Exceptional eye contact with the entire audience, seldom returning to notecards.	Effective eye contact with the audience - but some distracting use of notecards and/or visual aid.	Some eye contact with the audience, frequently returning to the distracting use of notecards and/or visual aid.	Little or no eye contact with the audience.	/10
		<p align="center">ELOCUTION</p> <p>Articulate voice clearly and confidently</p> <p align="center">Spoken GRAMMAR and USAGE</p> <p>No unintended problems with grammar, e.g., subject-verb agreement, pronoun-antecedent agreement, and verb tenses; no unintended usage problems</p>	<p>Exceptionally clear, correct, and precise pronunciation of all words and phrases.</p> <p>Exceptional control of grammar and usage with no errors</p> <p align="center"><i>Points Possible (10)</i></p>	<p>Clear, correct, and precise pronunciation of <i>most</i> words and phrases.</p> <p>Effective control of grammar and usage, with few errors that do not prevent understanding</p> <p align="center"><i>Points Possible (9-8)</i></p>	<p>Clear, correct, and precise pronunciation of <i>some</i> words and phrases.</p> <p>Somewhat effective control of grammar and usage, with occasional errors that limit understanding</p> <p align="center"><i>Points Possible (7)</i></p>	<p>Unclear, incorrect, and/or imprecise pronunciation of words and phrases.</p> <p>A lack of control of grammar and usage, with frequent errors that prevent understanding</p> <p align="center"><i>Points Possible(6-0)</i></p>	
	<p align="center">POSTURE and GESTURES</p> <p>Use body language to enhance presentation</p>	<p>Exceptional posture: Standing straight with both feet on the ground, and/or</p> <p>Exceptional gestures: hand gestures <i>enhance</i> audience's understanding.</p> <p align="center"><i>Points Possible (10)</i></p>	<p>Effective posture: Standing straight with both feet on the ground, with some rocking back and forth; and/or</p> <p>Effective gestures: hand gestures <i>assist</i> audience's understanding.</p> <p align="center"><i>Points Possible (9-8)</i></p>	<p>Somewhat effective posture: Some standing straight, but with rocking back and forth and slumping; and/or</p> <p>Somewhat effective gestures: hand gestures <i>sometimes assist</i> audience's understanding.</p> <p align="center"><i>Points Possible (7)</i></p>	<p>Ineffective posture: Sits or slumps during entire presentation; and/or</p> <p>Ineffective gestures: few or no hand gestures that assist audience's understanding.</p> <p align="center"><i>Points Possible (6-0)</i></p>	/10	
	<p align="center">ENTHUSIASM</p> <p>Convey emotion during the presentation</p>	<p>Exceptionally strong and positive attitude about topic during the entire presentation.</p> <p align="center"><i>Points Possible (10)</i></p>	<p>Pleasant attitude about topic during much of the presentation.</p> <p align="center"><i>Points Possible (9-8)</i></p>	<p>Engaged attitude about topic during the some of the presentation.</p> <p align="center"><i>Points Possible (7)</i></p>	<p>Disengaged attitude about topic during the most of the presentation.</p> <p align="center"><i>Points Possible (6-0)</i></p>	/10	
	<p align="center">TRANSITIONS</p> <p>Connections made between and among the various parts of the presentation</p>	<p>Exceptional transitions between and among the various parts of the argument and the creative element</p> <p align="center"><i>Points Possible (10)</i></p>	<p>Effective transitions between and among the various parts of the argument and the creative element</p> <p align="center"><i>Points Possible (9-8)</i></p>	<p>Somewhat effective transitions between and among the various parts of the argument and the creative element</p> <p align="center"><i>Points Possible (7)</i></p>	<p>Ineffective or no transitions between and among the various parts of the argument and the creative element</p> <p align="center"><i>Points Possible (6-0)</i></p>	/10	
	<p align="center">INTERACTION with the AUDIENCE</p>	<p>Exceptional encouragement of audience interaction; and</p> <p>Exceptional knowledge of the topic displayed while responding confidently, precisely, and appropriately to all audience questions.</p> <p align="center"><i>Points Possible (10)</i></p>	<p>Effective encouragement of audience interaction; and</p> <p>Effective knowledge of the topic displayed while responding directly and appropriately to all audience questions.</p> <p align="center"><i>Points Possible (9-8)</i></p>	<p>Somewhat effective encouragement of audience interaction; and</p> <p>somewhat effective knowledge of the topic displayed while responding directly and appropriately to all audience questions.</p> <p align="center"><i>Points Possible (7)</i></p>	<p>Insufficient encouragement of audience interaction; and</p> <p>Insufficient knowledge of the topic displayed while responding directly and appropriately to all audience questions.</p> <p align="center"><i>Points Possible (6-0)</i></p>	/10	

Final Senior Project Presentation Grade: _____/300

(Each senior must earn a B- [80% or 240 points or higher] in order to pass his/her Senior Project Presentation.)