**Student Name:**

**Business Plan Presentation Rubric**

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| **FINAL SCORING** | | | | | |
| **Opportunity Recognition & Business Structure** | **Market Research** | **Financial Information & Operations** | **Marketing & Sales** | **Slide Layout &**  **Presentation Skills** | **Total Score** |
| **/28** | **/16** | **/20** | **/16** | **/20** | **/100** |

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| **Student is able to:** | **Indicator** | **4 – Exceeds Expectations** | **3 – Meets Expectations** | **2 – Below Expectations** | **1 – Little or No Value** |
| **Identify a business idea fulfills a want or need that is not being met by existing businesses** | Slide 2 – Problem/ Unmet Need, Slide 3 – Solution/How Business Fills Need & Student’s remarks | 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. **(7-8 points)** | 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.  **(5-6 points)** | Unclear description of a want or unmet need in the market; Idea is not clearly connected to the problem identified.  **(3-4 points)** | Want or unmet need is not described at all; Does not describe the business idea clearly.  **(1-2 points)** |
| Slide 4 – Mission and Social Impact &  Student’s remarks | Mission statement and plans for social impact embedded into the opportunity; clearly connected to why the business exists with research to support. | Mission statement and plans for social impact embedded into the opportunity; clearly connected to why the business exists | Mission statement and plans for social impact are not clearly connected to why the business exists. | Does not provide a mission statement or plans for social impact. |
| **Explain the relationship between themselves, their business, and their community** | Slide 10 –Qualifications & Student’s remarks | Clear and compelling description of 3 or more reasons why the student is qualified to run this business. | Description of 3 reasons why the student is qualified is connected to running the business. | Description of 3 reasons why the student is qualified is unclear and/or not connected the business. | Does not provide 3 qualifications for running this business. |
| **Communicate how their product or service benefits members of their target market** | Slide 5 – Description of Product or Service & Student’s remarks | 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. **(7-8 points)** | Product or service is clearly described and includes detailed product/service features and benefits.  **(5-6 points)** | Product or service is clearly described but does not include detailed product/service features and benefits.  **(3-4 points)** | Product or service is not clearly described and does not include any product/service features.  **(1-2 points)** |
| **Demonstrates a clear presentation of unit concepts that supports the rationale/development of the business story/plan** | Student’s slides & remarks (aggregated for unit) | Clear and compelling narrative that seamlessly integrates all important opportunity recognition concepts from the written plan into the presentation to legitimize business claim. | Clear narrative that integrates most opportunity recognition concepts from the written plan into the presentation to legitimize business claim. | Clear narrative that integrates some opportunity recognition concepts from the written plan into the presentation. | No clear narrative or demonstration of opportunity recognition concepts from the written plan in the presentation. |
| **Section Total** | | | | | **/28** |

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| **Student is able to:** | **Indicator** | **4 – Exceeds Expectations** | **3 – Meets Expectations** | **2 – Below Expectations** | **1 – Little or No Value** |
| **Determine the market size for their business by using primary and secondary sources** | Slide 7 – Market Analysis & Student’s remarks | Market and market size are clearly explained using both primary and secondary market research tools to persuasively support that the business is/will be profitable | Market and market size are clearly and persuasively explained to show business is profitable and there is a market. | Market and market size are described but do not show business is profitable or that there is a market. | Market, target customer and market size are not described and there is no evidence there is a market or the business is or will be profitable. |
| **Identify an appropriate target market in terms of demographics, psychographics, and consumer behaviors** | Slide 7 – Market Analysis & Student’s remarks | Clear and engaging description of target market with extensive and relevant demographic, geographic and psychographic information; linked to product or service’s features and benefits | Clear and engaging description of target market with relevant demographic, geographic and psychographic information; linked to product or service’s features and benefits | Description of target market with limited or irrelevant demographic, geographic and psychographic information; somewhat linked to product or service’s features and benefits | No description of target market and limited or irrelevant demographic, geographic and psychographic information; not linked to product or service’s features and benefits |
| **Differentiate their business from direct and indirect competitors** | Slide 9 – Competition &  Student’s remarks | Indirect and direct competitors clearly described including strengths and weaknesses for each. Engaging and convincing explanation of competitive advantage to show how business is unique with customer feedback/testimonials. | Indirect and direct competitors clearly described including strengths and weaknesses for each. Engaging and convincing explanation of competitive advantage to show how business is unique. | Indirect and direct competitors clearly described but does not include strengths and weaknesses. Unclear and unconvincing explanation of competitive advantage. | Indirect and direct competitors not described at all and no explanation of competitive advantage. |
| **Demonstrates a clear presentation of unit concepts that supports the rationale/development of the business story/plan** | Student’s slides & remarks (aggregated for unit) | Clear and compelling narrative that seamlessly integrates all important market research concepts from the written plan into the presentation to legitimize business claim. | Clear narrative that integrates most market research concepts from the written plan into the presentation to legitimize business claim. | Clear narrative that integrates some market research concepts from the written plan into the presentation. | No clear narrative or demonstration of market research concepts from the written plan in the presentation. |
| **Section Total** | | | | | **/16** |

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| **Explain how the business defines a unit and how that unit is produced** | Slide 6 – Business Model & Student’s remarks | Clear definition of one unit with a realistic and convincing presentation for a production plan at a price customers are willing to pay. | Clear definition of one unit with a realistic and convincing presentation for a production plan. | Clear definition of one unit with a presentation for production that does not seem feasible. | Unclear definition of one unit with no presentation for production at all. |
| **Structure their EOU and variable expenses in an accurate and cost effective manner** | Slide 6 – Business Model & Student’s remarks | Clear and compelling description of one unit and of how product or service is cost effectively produced and at a value to customers; use EOU, costs, and break even as rationale. | Clear and compelling description of one unit and of how product or service is cost effectively produced at a value to customers. | Clear description of one unit and of how product or service is cost effectively produced. | No clear description of one unit or of how product or service is cost effectively produced. |
| **Calculate break-even ratio and explain the significance in relation to business’ financial health and feasibility** | Slide 6 – Business Model & Student’s remarks | Clear and compelling explanation of the monthly break even units and significance in relation to the business’ feasibility. | Explanation of the monthly break even units and its significance. | Unclear explanation of the monthly break even units and its significance. | No or incorrect explanation of monthly break even units. |
| **Determine the amount of capital necessary to start their business** | Slide 12 – Start-up Expenses &  Student’s remarks | Thorough and persuasive description of the start-up expenses and how initial funding will be applied to short term business goals. Presentation of a favorable ROI/ROS to show business is a good investment opportunity. | Thorough and persuasive description of the start-up expenses and how initial funding will be applied to short term business goals; Presentation of a ROI/ROS calculation. | Description of the start-up expenses but no clear connection to how funds will be used to achieve short term business goals. | No description of the startup investment or short term business goals. |
| **Demonstrates a clear presentation of unit concepts that supports the rationale/development of the business story/plan** | Student’s slides & remarks (aggregated for unit) | Clear and compelling narrative that seamlessly integrates all important financial concepts from the written plan into the presentation to legitimize business claim. | Clear narrative that integrates most financial concepts from the written plan into the presentation to legitimize business claim. | Clear narrative that integrates some financial concepts from the written plan into the presentation. | No clear narrative or demonstration of financial concepts from the written plan in the presentation. |
| **Section Total** | | | | | **/20** |

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| **Promote their business to members of their target market through multiple modalities (physical and digital)** | Slide 8 –Marketing and Sales & Student’s remarks | 5 or more promotional methods (physical and digital) clearly described with compelling explanations for why all promotional methods are effective; supported by research. | 5 or more promotional methods (physical and digital) clearly described with compelling explanations for why all promotional methods are effective. | 4-5 promotional methods (physical) clearly described but do not include any explanations for why all promotional methods and are effective. | 3 or less promotional methods (physical) and described but not explained to show they are effective. |
| **Create effective strategies to sell to and retain customers in their target market** | Slide 8 –Marketing and Sales & Student’s remarks | Persuasive presentation of sales methods are specific, feasible and tailored to sell and retain members of target market; innovatively uses information from the consumer profile to support methods | Persuasive presentation of sales methods are specific, feasible to sell and retain members of target market | Presentation of sales methods are identified, but may not all be feasible or appropriate for members of target market | No clear presentation of sales methods, or methods are irrelevant to members of target market |
| **Use primary and secondary research to realistically forecast future sales** | Slide 11 – Sales Projection &  Student’s remarks | 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. | Clear description of feasible sales estimates by citing a large amount of supporting market research, seasonality, and full capacity as rationale. | Description of sales estimates by citing some market research, seasonality, and full capacity but does not support or provide rationale for estimates. | Description of sales estimates but little or no supporting market research, seasonality or full capacity and does not support or provide rationale for estimates. |
| **Demonstrates a clear presentation of unit concepts that supports the rationale/development of the business story/plan** | Student’s slides & remarks (aggregated for unit) | Clear and compelling narrative that seamlessly integrates all important promotion/sales concepts from the written plan into the presentation to legitimize business claim. | Clear narrative that integrates most promotion/sales concepts from the written plan into the presentation to legitimize business claim. | Clear narrative that integrates some promotion/sales concepts from the written plan into the presentation. | No clear narrative or demonstration of promotion/sales concepts from the written plan in the presentation. |
| **Section Total** | | | | | **/16** |

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| **Student is able to:** | **Indicator** | **4 – Exceeds Expectations** | **3 – Meets Expectations** | **2 – Below Expectations** | **1 – Little or No Value** |
| **Speak loudly and clearly while presenting** | Student’s remarks | Maintains audience interest by speaking clearly and uses fluctuation in volume and inflection to help emphasize key points | Maintains audience interest by speaking clearly and uses some fluctuation in volume and inflection to help emphasize key points | Speak clearly but uneven volume and little or no inflection to emphasize points | Does not speak clearly, speaks in a low voice and monotonous tone |
| **Maintain relaxed body language and eye contact with audience while presenting** | Student’s body language and eye contact | Relaxed, self-confident and appropriately dressed and builds trust and holds attention by direct eye contact with all parts of audience | Confident and appropriately dressed and engages in some eye contact with the audience | Some nervous shifting, somewhat appropriately dressed and limited or occasional eye contact with the audience | Tense and inappropriately dressed for audience. No eye contact with the audience |
| **Answer questions from judges’ with confidence and poise** | Student’s remarks | Clearly restates the judges’ questions to clarify, provides a clear, concise well-thought out answer to the questions | Restates the judges’ questions to clarify, provides a clear answer that generally answers the questions | Provides answers that are somewhat unclear and at times does not answer questions | Is unclear about the questions and either does not answer the question or provides a rambling answer |
| **Create visually engaging slides with limited text** | Student’s slides (aggregated) | Clear concise slides that include minimal words, no sentences more than 5 lines | Clear slides that include few words and sentences no more than 5 lines | Slides that include many words and 5 lines with sentences | Slides that include full sentences and paragraphs that distract the audience |
| **Create slides that reflect their brand identity in color scheme, design, and tone** | Student’s slides (aggregated) | Slides include many strong, relevant images, color choices, and limited animation on slides that all complement the brand with easy to read font size and color choices. | Slides include some images and limited animations on slides that complement the brand with easy to read font size and color choices. | Slides include some images and animations on slides that do not complement the brand with varied fonts, background colors that are hard to read. | Slides include some images on slides that do not complement the brand with varied fonts, background colors that are hard to read, and animations that distract the audience. |
| **Section Total** | | | | | **/20** |