

SOUTH DAKOTA
Resources and Rubrics

SENIOR EXPERIENCE AND ENTREPRENEURSHIP EXPERIENCE CAPSTONE

2010



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

**SENIOR EXPERIENCE AND ENTREPRENEURSHIP
EXPERIENCE CAPSTONE:
RESOURCES AND RUBRICS**

2010

**South Dakota Department of Education
800 Governors Drive
Pierre, SD 57501**

ACKNOWLEDGEMENTS

The Senior Experience and Entrepreneurship Experience Capstone Framework Committees wish you the best of luck in implementing a Capstone in your school district. In your journey to implement the capstone course, let us know what worked and what didn't work for you. We would also be interested in any new materials or strategies that you used in addition to the framework. Please send this information to:

Department of Education
Office of Curriculum, Career and Technical Education
800 Governors Drive
Pierre, SD 57501
(605) 773-3423

USING THE SENIOR EXPERIENCE AND ENTREPRENEURSHIP EXPERIENCE CAPSTONE: RESOURCES AND RUBRIC

The Senior Experience and Entrepreneurship Experience Capstone Resource and Rubric supplementary handbook is intended to provide ideas for the local program. The Frameworks are divided into four components – the business plan or research paper, the idea or product, the portfolio and the presentation. This handbook includes the supplementing resources and rubrics.

The Framework and Resource handbook are available on the South Dakota Department of Education website including downloadable forms that may be used for the local program.

TABLE OF CONTENTS

Sample Forms and Rubrics

Letter of Intent Sample.....	4
Letter to Students Sample	5
Letter to Parents Sample	6
Parent Permission Form	7
Agreement Form (Student-Parent-Faculty Advisor-Mentor)	8
Timeline Sample	10
Oral Presentation Expectations Sample	11
Letter to the Judges by Students Sample	12
Worksheet for Scheduling Presentations Sample.....	13
FCCLA Business Plan Rubric	14
FBLA Business Plan Presentation Rubric.....	17
FBLA Business Plan Rubric.....	18
FBLA Financial Plan Rubric Report Rating Sheet	20
DECA Business Plan Rubric.....	17
National FFA Center Agri-Entrepreneurship Award Program Rubric.....	22
DECA Business Plan Rubric.....	25
Skills USA Championships Entrepreneurship Written Business Plan.....	26
Oral Presentation Evaluation – Sample 1	27
Oral Presentation Evaluation – Sample 2	28
Oral Presentation Evaluation – Sample 3	29
Oral Presentation Evaluation – Sample 4	30
Oral Presentation Evaluation – Sample 5	33
Oral Presentation Evaluation – Sample 6	34
Oral Presentation Evaluation – Sample 7	35
Business Plan Performance Rating Sheet – Sample 1.....	36
Business Financial Plan Performance Rating Sheet – Sample 2	37
Performance Rating Sheet.....	38

LETTER OF INTENT – SAMPLE
Block Style Format

123 Any St. (Your mailing address)
Anytown, SD 57000
January 24, 2011

Steering Committee for Capstone Experience
School Address
Schooltown, SD 57000

Dear Members of the Steering Committee:

The first paragraph of your letter should contain the general area of interest and your background related to your project.

In the second paragraph, you will describe the specific business chosen or topic/project. State the reason for that selection and any resources that you might access. You also need to provide your proposed mentor's name, title/position of mentor, place of business, address, and phone number.

The third paragraph of the letter should describe the proposed business or project and explain the connection between the selected business/project and the business plan or research paper. Describe how the research and the product/process relate and support one another.

In the fourth paragraph, you will declare your understanding of plagiarism and the consequences.

Sincerely:

Your typed first and last name

LETTER TO STUDENTS – SAMPLE

(DATE)

Dear Student:

The *Student Guide* for your Capstone Experience has been written to help you through the stages of the Capstone project you will participate in this year. With careful planning of your time, the Capstone Experience can be a rewarding learning experience. This project will be a memorable accomplishment of your final year in high school.

The purpose of the Capstone Experience is to help you connect your learning to your future plans. The Capstone Experience has four components – the idea or the product, the business plan or the research paper, a portfolio, and a presentation.

Your final grade will be important and may be incorporated in many classes you are taking this year.

Good luck with your Capstone Experience.

Sincerely:

High School Principal

LETTER TO PARENTS – SAMPLE

(DATE)

Dear Parents or Guardians:

You have learned by now that our school has set high expectations for our students. We believe each student should have the opportunity to display his or her skills through a Senior Experience or Entrepreneurship Experience Capstone. As your student completes this Capstone Experience, he/she will demonstrate the following skills: reading, writing, speaking, critical thinking, access and process information, self-discipline, problem solving, decision making, and using technology. These skills will be showcased through a four-phase process:

- Identifying a project or idea
- A formal business plan or research paper
- Portfolio which serves as documentation of the research process, and
- Presentation to a panel of judges that includes question and answer session

The Capstone Experience topic is based on the student's career interest or an authentic business chosen by the student. This opportunity will provide personal growth for the students as they expand their learning experience.

Involvement from parents, guardians, mentors and teachers is needed to support the student. Attached is a copy of the guidelines and due dates for project components.

Thank you for joining us on this exciting journey. If you have any questions, please do not hesitate to call the school at 605.123.1456 to speak with me or any of the following Capstone Experience teachers:

1. Teacher Name
2. Teacher Name
3. Teacher Name

Sincerely:

High School Principal

Enc

PARENT PERMISSION FORM**Student Name** _____

I have read through the Capstone Experience Student/Parent Guidelines and understand the requirements of all phases. I acknowledge and give permission for my son/daughter to participate.

My son/daughter will do the following for their Capstone Experience:

And will prepare the business plan or research paper, maintain a portfolio, and journal to document the process and experiences. My son/daughter is also prepared to work with a Mentor through the process.

Mentor Information:

Parent or Guardian's Name _____**Parent or Guardian's Signature** _____**Date** _____

AGREEMENT FORM – SAMPLE
Student – Parent – Faculty Advisor – Mentor

A. Student Applicant

I agree

- To adhere to the schedule and objectives which I have set for myself as part of my individual project or as part of a team project.
- To make progress reports at the times and in the form designated by my Faculty Advisor.
- To work with my Mentor for assistance with preparation of the business plan or project.
- To follow the guidelines set forth for the Capstone Experience (which I have read and understand).
- To complete all phases of the project (business plan or research paper, portfolio, and present before a panel of judges).

I understand

- That the quality of my work by completing all phases of the Capstone Experience (excellent, acceptable, or unacceptable or letter grade) will be noted on my transcript).
- That successful completion and acceptable reporting of the Capstone Experience are required for graduation.
- That the school may not be liable for any injuries that I may sustain as a result of this Capstone Experience.
- That I may be removed from the Capstone Experience if I do not follow the guidelines as set by the Faculty Advisor and the Steering Committee.

Signature of Student Applicant

Date

B. Parent/Guardian

Please do not sign if the following is not true:

I have read the rationale, guidelines, and requirements for the Capstone Experience proposal and have discussed the proposal with my son/daughter. I realize the school cannot directly supervise him/her and understand that the school may not be liable for any injuries that he/she may sustain as a result of this project. I understand that it is my son/daughter's responsibility to inform me of any changes in the proposal made after my signature.

Signature of Parent/Guardian

Date

C. Faculty Advisor

Please do not sign if the following is not true:

I accept the responsibility as Project Advisor for this student if his/her Capstone Experience project/idea is accepted as proposed. I will expect regular progress reports from him/her during the project period and willing to assist this student as needed before the Capstone Experience begins and during the project period. I agree to perform all duties outlines in the Role of the Faculty Advisor form.

Signature of Parent/Guardian

Date

D. Capstone Experience Mentor

Please do not sign if the following is not true:

I have read a copy of the rationale and guidelines for the Capstone Experience and the applicant has provided me a copy of the Capstone Experience Mentor Role. He/she has discussed both goals and our mutual expectations. I have read his/her project proposal. I approve it and will fulfill my obligations as outlines in the Role of the Capstone Experience Mentor form.

Signature of Parent/Guardian

Date

TIMELINE – SAMPLE

All journeys begin with an important first step. The first step in this Capstone Experience Project is to choose a business idea or project that interests you or is related to a career interest. Use the chart below and begin planning your project.

Activity	Due Date	Date Completed	Comments or Signature	Points Assigned
<i>Commitment Form</i>				
Student Signature				
Parent Signature				
Faculty Advisor Signature				
Mentor Signature				
<i>Letter of Intent</i>				
<i>Business Plan or Research Paper</i>				
Identified idea or project				
Outline				
First Draft				
Revision				
Final Draft				
<i>Portfolio/Process</i>				
Mentor Identified				
Proposal Submitted				
Parent Approval				
Proposal Approved				
Resources Identified				
Procedures Outlined				
Journal/Log				
Portfolio/Journal Completed				
Project Completed				
<i>Oral Presentation</i>				
Speech Outline Submitted				
Note Cards Developed				
Visual Aids Developed				
Speech Presentation Practiced				
<i>Follow Up</i>				
Feedback received				
Thank You Notes Sent				

ORAL PRESENTATIONS EXPECTATIONS – SAMPLE

When	Date
Where	Any South Dakota High School
Who	Board of three to five community members
What	You will be evaluated on preparedness, professionalism, ability to communicate and to think on your feet. Evaluation will also include the overall quality of both content and organization of your presentation.

Contents of the presentation should cover what you have learned from completing the research and preparation of the business plan or project. Include what worked and what did not work, how you solved the problem, and the nature of your personal growth – what was your “stretch” for this project. Show insight and depth of thought.

Presentations will follow this procedure

- 1) Presentation: each will be scheduled every thirty minutes. The speech should be between ten and fifteen minutes. You will be given a signal at 10 minutes; 12 minutes; and 14 minutes. Penalty points will be assessed after the grade computation for any speech not meeting the 10 minute minimum requirement or going over the 15 minute maximum.
- 2) Question and answer session: The judges will ask you questions, ask you to clarify a point, or ask you to elaborate on a point made in your speech.
- 3) Judges: the last 5 to 10 minutes will provide the judges time to make comments.
- 4) Set up for next student.

You must inform your teacher of any equipment needed (LCD projector, computer, etc.) for your presentation. This moment is a time of academic focus on one person – YOU. You have worked hard; let your judges know this.

LETTER TO JUDGES BY STUDENTS – SAMPLE

- FORMAT:** Block
- PURPOSE:** To satisfy the requirement of an autobiographical essay and to inform and thank the judges.
- CONTENT:** The first paragraph should briefly introduce you; tell what you think about topics that interest you, and in general, give a sense of the person whom they will hear during the presentation.
The second paragraph should explain the Capstone Experience project or business plan. Include what you have accomplished.
Lastly, the third paragraph is to thank the judges for their time and willingness to participate as part of the panel.
- LENGTH:** One page
- REMINDER:** This letter will be the first text the judges will see in your portfolio, this is a first impression opportunity for you. Although this is a formal business letter, you may use “I” references as you explain to the judges who you are, what you have done, what your project is about, and what you think about your achievement with this Experience.

BUSINESS PLAN RUBRIC – SAMPLE

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category: Junior Senior Occupational

	0	1	2	3	4	5	Points
Planning Process	Portfolio is missing Planning Process page	Few steps in the Planning Process are presented	Most steps in the Planning Process are addressed	Planning Process is present and addresses steps	Planning Process is utilized to plan the project. Most steps are explained	The Planning Process is used to plan the project. Each step is fully explained	
Business Description	Portfolio is missing Business Description	Business Description is not complete	Business Description is limited in scope	Business Description is complete. Executive summary lacks clarity	Business Description adequately addresses all components of business	Business Description accurately addresses type of business. Executive summary is concise and well written	
Facility	Not evident	Portfolio does not describe facility	Facility is inadequately described	Facility is described. Utility needs described	Portfolio contains a description and a rendering of any space needed for business. Utility needs and emergency procedures are included	Portfolio contains a description and a professional rendering of any space needed for business. Utility needs are included on drawing. Other site needs are shown. A comprehensive emergency plan is included. Plan for maintenance is included	
Supplies and Equipment	Not evident	Inadequate list of supplies and equipment	Most supplies and equipment are listed	All supplies and equipment are listed on appropriate forms	Supply and equipment list is comprehensive and contains future needs	Supply and equipment list contains all supplies and needs for every <i>Function of Business</i> . Maintenance and repair lists are part of maintenance plan. Business expansion needs are included.	

Organizational Chart	Organizational chart is not included	No tasks are described	Organizational chart missing components	Organizational chart shows all needed workforce	Organizational chart is developed for current business needs. Job descriptions meet the current needs of the business	Organizational chart lists all Key Employees and Officers of the Business. Human Resources Plan addresses current and projected business needs, including job descriptions	
Personnel Management	Not evident	Hiring procedures, compensation information (salaries and benefits), policies and procedures, or evaluations are limited	Some hiring procedures, compensation, policies and procedures, and evaluation sheets are included	All hiring procedures, compensation plans, policies and procedures, and evaluation sheets are included	Hiring procedures, compensation plans, and policies and procedures have been developed to meet the needs of the business	Hiring procedures are clearly defined. Compensation allows for future company expansion. Policies and procedures meet the needs of the business and avoid legal challenges. Evaluation instruments have been well-designed and meet legal requirements.	
Funding for Business	Funding proposal is not included	Funding proposal is minimal	Proposal shows limited knowledge of types and sources of funding. Fees are not included	Proposal shows knowledge of types and sources of funding, fees included	Proposal shows good knowledge of business funding and sources of capital. Fees are competitive for industry	Project shows careful analysis of funding needs for current operations and future expansion. Fees reflect changes in business environment	
Budget	Budgetary listing of financials is missing	Tax codes are not cited	Budget meets some requirements. Tax information is missing	Budget lists all elements, including income, expenditures, accounting procedures, and tax information. Some forms are included	Budget contains all forms listed for operation of the business, including income and expense statements, accounting procedures and tax information	Budget is prepared according to generally recognized accounting procedures. A monthly income and expense statement is included. Tax forms are included. The budget is prepared using financial software	

Laws, Regulations, and Codes	Evidence is missing	Portfolio does not include health, environmental, fire, insurance, and zoning regulations and codes are not included	Portfolio contains some copies of required laws, regulations, and codes	Portfolio contains all copies of required codes	Portfolio contains all applicable sections of the laws, regulations, and codes. Appropriate governmental contacts are given	Portfolio contains all applicable sections of laws, regulations and codes, citing and cross-referencing the relevant section in the appropriate plans	
Advertising and Recruitment	Not evident	Presentation has a limited marketing/advertising plan	Marketing/Advertising plan does not adequately cover promotional techniques. Advertisements do not promote business	Marketing/Advertising plan covers all types of advertising. Advertisements promote business	Marketing/Advertising plan covers all types of advertising. Different themes are demonstrated	Marketing plan covers all types of advertising, including electronic. Sample ads carry out a promotional theme. All elements of promotion are included	
Works Cited/Bibliography	No resources listed	Incomplete list of resources or the resources listed are not current or appropriate for project	Complete list of resources but inconsistent format	Complete alphabetical list of appropriate resources, in a consistent format	N/A	N/A	
Appearance	Portfolio is illegible and unorganized	Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, and professional, correct grammar and spelling used. Effective organization	N/A	N/A	
Total							

Evaluator's Comments:

BUSINESS PLAN PRESENTATION RUBRIC

Evaluation Item	Not Demon- strated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Explanation					
Description of the plan and strategies to obtain loan	0	1-5	6-10	11-15	
Underlying assumptions explained and supported	0	1-3	4-7	8-10	
Risks and potential adverse results identified, analyzed, and planned for	0	1-5	6-10	11-15	
All aspects of the plan effectively presented	0	1-5	6-10	11-15	
Student evaluation of plan	0	1-3	4-7	8-10	
Demonstration of ability to effectively answer questions	0	1-3	4-7	8-10	
Delivery					
Thoughts and statements are well-organized and clearly stated	0	1-3	4-7	8-10	
Participant(s) demonstrate self-confidence, assertiveness, and good diction	0	1-3	4-7	8-10	
Professional and poised	0	1-2	3-4	5	
Subtotal (100 maximum)					
Time Penalty: Deduct five (5) points for presentation over seven (7) minutes.				Time:	
Dress Code Penalty: Deduct five (5) points when dress code is not followed.					
Total (100 maximum)					
Report Score (200 maximum)					
Final Score (300 maximum) (add total points and report score)					

Name(s): _____

School: _____ State: _____

Judge's Signature: _____ Date: _____

Judge's Comments:

BUSINESS PLAN RUBRIC

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Content					
Executive Summary <ul style="list-style-type: none"> • Convinces reader that business concept is sound and has a reasonable chance of success • Is concise and effectively written 	0	1-7	8-14	15-20	
Company Description <ul style="list-style-type: none"> • Legal form of business • Effective date of business • Company mission statement/vision • Company governance • Company location(s) • Immediate development goals • Overview of company's financial status 	0	1-5	6-10	11-15	
Industry Analysis <ul style="list-style-type: none"> • Description of industry (size, growth rates, nature of competition, history) • Trends and strategic opportunities within industry 	0	1-5	6-10	11-15	
Target Market <ul style="list-style-type: none"> • Target market defined (size, growth potential, needs) • Effective analysis of market's potential, current patterns, and sensitivities 	0	1-5	6-10	11-15	
Competition <ul style="list-style-type: none"> • Key competitors identified • Effective analysis of competitors' strengths and weaknesses • Potential future competitors • Barriers to entry for new competitors identified 	0	1-5	6-10	11-15	
Marketing Plan and Sales Strategy <ul style="list-style-type: none"> • Key message to be communicated identified • Options for message delivery identified and analyzed, including Web process • Sales procedures and methods defined 	0	1-5	6-10	11-15	
Operations <ul style="list-style-type: none"> • Business facilities described • Production plan defined and analyzed • Workforce plan defined and analyzed • Impact of technology 	0	1-5	6-10	11-15	

Management and Organization <ul style="list-style-type: none"> Key employees/principals identified and described Board of directors, advisory committee, consultants, and other human resources identified and described Plan for identifying, recruiting, and securing key participants described Compensation and incentives plan 	0	1-5	6-10	11-15	
Long-term Development <ul style="list-style-type: none"> Long-term goals identified and documented Risks and potential adverse results identified and analyzed Strategy in place to take business toward long-term goals 	0	1-5	6-10	11-15	
Financials <ul style="list-style-type: none"> Type of accounting system to be used is identified Financial projections, including monthly cash flow projections, are identified and reasonable Financial assumptions clearly identified 	0	1-7	8-14	15-20	
Supporting Documents <ul style="list-style-type: none"> May include works cited page, certifications, licenses, tax requirements, codes, technical descriptions, advance contracts, endorsements, etc. 	0	1-5	6-10	11-15	
Format					
Clear and concise presentation with logical arrangement of information following the rating sheet categories	0	1-3	4-7	8-10	
Creativity of written presentation, design, and graphics	0	1-2	3-4	5	
Correct grammar, punctuation, spelling, and acceptable business style	0	1-3	4-7	8-10	
Subtotal (200 maximum)					
Penalty Points: Deduct five (5) points for each bulleted item that did not adhere to Report Guidelines (maximum of twenty (20) points). <ul style="list-style-type: none"> Cover incorrect Missing table of contents and page numbers Binding incorrect Over thirty (30) pages, pasted items No page numbers in report 2 copies of report not received Report format follows rating sheet 					
Total (200 maximum)					

Name(s): _____

School: _____ State: _____

Judge's Signature: _____ Date: _____

Judge's Comments:

BUSINESS FINANCIAL PLAN RUBRIC REPORT RATING SHEET

Evaluation Item	Not Demon- strated	Does Not Meet Expectations	Meets Expecta- tions	Exceeds Expecta- tions	Points Earned
Content					
Synopsis <ul style="list-style-type: none"> • Summarizes the company, the purpose of the loan request, and the financial plan 	0	1-10	11-20	21-30	
Company Description <ul style="list-style-type: none"> • Description of the business • Legal form of business • Company mission statement/vision • Company governance • Company location(s) • Long- and short-term goals 	0	1-7	8-14	15-20	
Operations and Management <ul style="list-style-type: none"> • Business facilities described • Management personnel identified • Workforce described (current and projected) 	0	1-7	8-14	15-20	
Target Market <ul style="list-style-type: none"> • Target market defined (size, growth potential, needs) • Effective analysis of market's potential, current patterns, and sensitivities 	0	1-10	11-20	21-30	
Financial Institution <ul style="list-style-type: none"> • Name and type of financial institution to which loan application is being made • Rationale for choosing this financial institution 	0	1-8	9-18	19-25	
Loan Request <ul style="list-style-type: none"> • Purpose of loan and amount requested • Itemized planned expenditures • Plan for repayment • Projections for future stability of company 	0	1-10	11-20	21-30	
Supporting Documents <ul style="list-style-type: none"> • Works cited page 	0	1-5	6-10	11-15	
Format					
Clear and concise presentation with logical arrangement of information following the rating sheet categories	0	1-3	4-7	8-10	
Creativity of written presentation and design	0	1-3	4-7	8-10	

Correct grammar, punctuation, spelling, and acceptable business style	0	1-3	4-7	8-10	
Subtotal (200 maximum)					
Penalty Points: Deduct five (5) points for each bulleted item that did not adhere to Report Guidelines (maximum of twenty (20) points). <ul style="list-style-type: none"> • Cover incorrect • Missing table of contents and page numbers • Binding incorrect • Over thirty (30) pages, pasted items • No page numbers in report • 2 copies of report not received • Report format follows rating sheet 					
Total (200 maximum)					

Name(s): _____

School: _____ State: _____

Judge's Signature: _____ Date: _____

Judge's Comments:

**NATIONAL FFA CENTER AGRI-ENTREPRENEURSHIP AWARD PROGRAM
RUBRIC
AGRI-ENTREPRENEURSHIP AWARD PROGRAM RUBRIC**

A. Introduction	High Points (5-4)	Middle Points (3-4)	Low/No Points (1-0)	Points
1. How did you come up with your entrepreneurial idea?	1. The applicant has listed and described at least two ways they came up with their entrepreneurial idea.	1. The student has listed but not fully described two ways they came up their entrepreneurial idea.	1. The student has not listed or described two ways they came up with the entrepreneurial idea.	____ / 5
2. How does your business benefit from its location	1. The student has clearly identified and described at least three benefits to the enterprise based on its location.	1. The student has listed three benefits but has not thoroughly described how the enterprise benefits from the chosen location.	1. The student has identified one or two benefits to the enterprise based on its location.	____ / 5
3. What experiences (school, community, work, etc.) have contributed most to your initial decision to begin and develop this enterprise? Explain.	1. The student has described at least three experiences contributing to the development of their enterprise.	1. The student has described two experiences contributing to the development of their enterprise.	1. The student has described one or zero experiences relating to their decision to start the enterprise.	____ / 5
	High Points (15-11)	Middle Points (10-6)	Low/No Points (5-0)	
4. List the top five risks associated with your business and thoroughly describe the top two risks of those five risks.	1. The student lists five risks involved with their business and thoroughly describes the top two risks.	1. Five risks are listed but the top two are not clearly identified and described.	1. The student does not identify five risks and/or does not identify the top two risks.	____ / 15
Section Total:				____ / 30
B. Business Plan	High Points (20-15)	Middle Points (14-10)	Low/No Points (9-0)	Points
Description of the business.	1. The purpose and function of the business are well described. 2. The student has listed at least four goals and they are set forth in a SMART goal format.	1. The purpose and function of the business are not clearly stated. 2. All of the goals do not demonstrate the SMART strategy for developing goals.	1. The student has not included a description of their business plan 2. The student has not listed three or less SMART goals.	____ / 20
Marketing Strategies	1. The target market is well described. 2. The competitors and possible competition are listed and explained. 3. The marketing/ advertising plan is well described and focuses on multiple media outlets	1. The target market is not fully analyzed and described. 2. The competition has not been wholly evaluated. 3. They have chosen advertising mediums that do not work well in their budget or fail to tailor to their market.	1. The target market is not described or described incorrectly. 2. The competition is not described or incorrectly described. 3. The advertising/ marketing plan lacks description or direction.	____ / 20

Financial Plan	<p>1. The estimated cost is accurately figured.</p> <p>2. The personal financial needs are established and the understanding of over-head.</p> <p>3. There is an attached balance sheet or cash flow chart and/ or a well-developed projection.</p>	<p>1. All costs are not accounted for in the estimate.</p> <p>2. Personal financial needs are not clearly understood.</p> <p>3. The cash flow or balance sheet is incomplete or unorganized.</p>	<p>1. The estimate is not accurate, does not flow logistically.</p> <p>2. They have not taken into account over-head costs and have not accurately recorded evident needs.</p> <p>3. There is not a financial plan or chart attached.</p>	_____ / 20
Production Management	<p>1. They have identified three management strategies recognized legal and safety regulations dealing with their enterprise and have described what steps are needed to comply.</p>	<p>1. They do not identified at least three management strategies; comprehending the legal or safety regulations.</p>	<p>1. They identified one or zero management strategies.</p> <p>2. They have not or have inaccurately described associated legal and safety regulations.</p>	_____ / 20
Section Total:				_____ / 80
C. Appendices	High Points (15-13)	Middle Points (12-6)	Low/No Points (5-0)	
Timeline	<p>1. The timeline starts at the conception of the idea.</p> <p>2. The timeline includes goal dates.</p> <p>3. The timeline projects into the future.</p> <p>4. The timeline is well organized and easy to understand.</p>	<p>1. The timeline is missing one of the main points or lacks some organization.</p>	<p>1. The timeline is difficult to follow.</p> <p>2. The timeline does not consist of one or more of the following; start at conception of the idea, include goal dates or project into the future.</p>	_____ / 15
Resume	<p>1. The submitted resume includes:</p> <ul style="list-style-type: none"> • Name and contact information • Career objective • Education - Work/ Volunteer Experience • Activities and Awards • Other Extracurricular Activities and Honors 	<p>1. The resume includes 5 or less of the previously listed items.</p> <p>2. Or the resume is not free of obvious grammatical errors.</p>	<p>1. The resume includes 3 or less of the previously listed items.</p> <p>2. The resume's grammatical errors are a distraction.</p>	_____ / 15
Marketing/ Promotion piece	<p>1. It is visually appealing, well thought out and useful.</p> <p>2. There are not grammatical errors and it is clearly understood.</p> <p>3. The marketing piece is appropriate for the target market</p>	<p>1. The usefulness of the marketing piece for the target audience is questionable.</p>	<p>1. It is visually unappealing.</p> <p>2. There are obvious grammatical errors.</p> <p>3. It is not appropriate for the target market.</p>	_____ / 25

Section Total:				_____ / 55
D. Conclusion	Full Points (5)	Middle Points (4-3)	Low/No Points (2-0)	
1. What are the future goals of the business?	1. The student has listed at least three goals and they are set forth in a SMART goal format.	1. The student has listed three goals but all of the goals do not demonstrate the SMART strategy for developing goals.	1. The student has not listed and described three SMART goals.	_____ / 5
2. Name two things you have learned through the process of developing your enterprise.	1. The student has listed and described at least two things they have learned in developing the enterprise.	1. One or two ideas learned have been listed but not well explained.	1. One or less items learned have been listed and or explained.	_____ / 5
3. How have you/will you assess the impact of this enterprise on your community?	1. The student has identified and described at least 3 ways to assess impact of enterprise on community?	1. The student has identified but not thoroughly described 3 ways to assess the impact of their enterprise on the community.	1. The student has not identified 3 ways to assess the impact of their enterprise on the community.	_____ / 5
Section Total:				_____ / 15
E. Other Evaluation focal points:	Full Points (3)	Middle Points (2)	Low/No Points (1-0)	
1. Organization of application	1. The application is well organized and easy to follow.	1. The application was well organized but could have been labeled more efficiently.	1. The application is unorganized and/or not in order.	_____ / 3
2. Overall grammar and punctuation	1. The application is free from obvious errors.	1. The application has recognizable errors but do not take away from the application	1. Errors are evident and distract from the over all understanding of the application.	_____ / 10
Section Total:				_____ / 13
F. Instructors / Advisor's Statement:	Full Points (2)	N/A	No Points (0)	
	The advisor/instructor submitted a statement		The advisor/instructor did not submit a statement.	_____ / 2
Total Points Awarded:				_____ / 195

Comments:

BUSINESS PLAN RUBRIC DECA

Participant(s): _____

	Exceeds Expectations	Meets Expectations	Below Expectations	Little/No Value	Judged Score
Executive Summary					
1. One-page description of the project	4	3	2	1-0	
Description and Analysis of the Business Situation					
2. Rationale and marketing research on the acceptability of the product/service	5	4	3-2	1-0	
3. Introduction and self-analysis	6-5	4	3-2	1-0	
4. Analysis of the business opportunity, customer and location	10-9	8-7	6-4	3-0	
5. Proposed organization	5	4	3-2	1-0	
Proposed Marketing/Promotion Plan					
6. Proposed product/service	5	4	3-2	1-0	
7. Proposed pricing policies	5	4	3-2	1-0	
8. Personal promotion	5	4	3-2	1-0	
9. Nonpersonal promotion	5	4	3-2	1-0	
10. Place	5	4	3-2	1-0	
Proposed Financing Plan					
11. Projected income/cash flow	10-9	8-6	5-3	2-0	
12. Projected three-year plan	10-9	8-6	5-3	2-0	
13. Capital and repayment plan	5	4	3-2	1-0	
14. Overall impression of the presentation and of the participant (articulate, knowledgeable)	10-9	8-6	5-3	2-0	
15. Overall impression of the written prospectus	10-9	8-6	5-3	2-0	
Total Presentation Points (maximum of 100):					
Less Penalty Points:					
Total Score:					

SKILLS-USA CHAMPIONSHIPS ENTREPRENEURSHIP WRITTEN BUSINESS PLAN EVALUATION FORM

Date _____ Judge _____

Team Name _____ Number of Members _____

	RATING
<p>BUSINESS PLAN LAYOUT: (5 points) Title Page, Table of Contents, and Team Bio Sheet adhere to specifications. Letter of verification submitted. Overall quality of the business plan reflects neatness, clarity, and professionalism. Overall order of layout followed.</p>	
<p>RATING BUSINESS CONCEPT & OVERVIEW: (5 points) Create and list the name of the business. Define the role, with job descriptions, of each team member in the business. Identify why this is a good business opportunity. Describe some of the customer needs this business will satisfy.</p>	
<p>GOALS & OBJECTIVES: (5 points) List the target market for your business. Assess how the business will benefit the target market. Analyze how the business will strengthen community relations. Describe the general relationship between the owners and employees.</p>	
<p>PRODUCTS TO BE OFFERED: (5 points) Describe the products offered. Explain the steps required to produce the products. Examine the costs to produce the products. Provide a list of the prices of the products. List the pricing options you may have to better market your products. Provide sample order forms, bid forms, and/or contracts.</p>	
<p>LEGAL STEPS: (5 points) Examine the different types of ownership and explain yours. Evaluate why you chose this form of business ownership. Describe the necessary permits, licenses, certifications, etc. including how to obtain them.</p>	
<p>MARKET ANALYSIS: (5 points) Describe the demographics of your target market. Develop surveys to test your products. Discuss the conversations you have had with potential customers. Analyze and list the data gathered from the surveys. Examine your nearest competitors' strengths and weaknesses and assess how do their products compete with yours.</p>	
<p>MARKETING PLAN: (5 points) Describe the location of your business to reach your target market. Describe the physical layout of your business. Create a marketing slogan and logo. Create sample marketing and advertising materials. Propose how to overcome competitors' better services, prices, marketing, etc.</p>	
<p>FINANCIAL STATEMENTS & PROJECTIONS: (5 points) Estimate the startup costs for you first month of business. Examine some possible options for funding the startup of your business. List your estimated monthly operating expenses. Show your monthly sales projections. Describe your record keeping system.</p>	
<p>MANAGEMENT & STAFFING: (5 points) Describe your overall management or leadership approach/style. Show an organizational flow chart for your business.</p>	
<p>FINAL BUSINESS PLAN RESULTS: (5 points) Team presented an effective, well-organized and developed business plan and used appropriate research in developing their plans. A feasible income-producing opportunity for team members is explained. An adequate financing plan for the business is shown.</p>	
Total (50 points maximum):	

COMMENTS:

<http://www.skillsusa.org/downloads/PDF/contests/entrepreneur.pdf>

ORAL PRESENTATION EVALUATION – Sample 1

Student Name: _____

Appropriate areas are circled and the overall rating is found in the score column on the right. Comments will be placed on the back of this sheet.

	Developing	Basic	Proficient	Exemplary	Score
Content	Content lacks reasoning and has little supporting detail, addresses only one aspect of the Experience 0 – 14	Content shows evidence of reasoning but provides little relevant supporting detail and/or does not cover all required areas 15 – 16	Content is well reasoned, with some insight and relevant supporting details; covers all required areas to a degree 17 – 21	Content is well reasoned, insightful and supported by relevant details; covers all required areas thoroughly 22 – 25	
Language	Problems with pronunciation and very low level of grammar 0 – 5	Language and grammar below average for an Entrepreneurship 6	Use of grammar enhances the presentation in parts 7 - 8	Use of grammar enhances the entire presentation 9 - 10	
Delivery	Read from notes and rarely looked at judges 0 – 5	Some problems with pauses, pacing and/or eye contact 6	Delivery is good, but not yet polished 7 – 8	Speaks with confidence, presence, poise and eye contact excellent 9 - 10	
Organization	Information very scattered and/or no audio/visual aid is used 0 – 5	Information is at times not presented in order and/or audio visual aid is not relevant 6	Most information is presented in logical order, audio-visual aid somewhat relevant 7 – 8	All information presented in logical order, audio-visual aid relevant and helpful 9 – 10	
Impromptu Skills	Speaker is unable to respond 0 – 5	Speaker seems caught off guard by questions but is able to respond 6	Speaker responds well to questions but lacks confidence 7 - 8	Speaker's knowledge is evident in responses to questions 9 – 10	
Design of Entrepreneurship Capstone Experience	Components of project seem fragmented and unrelated 0 – 5	One component of project hard to connect 6	Components of project seem connected but could improve 7 – 8	Paper, hours, speech, and audiovisual well planned and connected 9 - 10	
Self-Reflection	Speaker does not address knowledge, skills, or lessons gained 0 – 11	Speaker exhibits little evidence of self-reflection 12 – 14	Speaker exhibits some evidence of high level thinking and reflection 15 - 17	Speaker exhibits abundant evidence of higher levels of thinking and reflection 18 – 20	
Attire	Speaker is not appropriately dressed 0			Speaker is wearing appropriate attire 5	
Overall Rating	(Pass) (Redo) Total Points Earned/Possible Points				<u>100</u>

ORAL PRESENTATION EVALUATION – SAMPLE 2

Student Name _____

Appropriate areas are circled and the overall rating is found in the score column on the right. Comments will be placed on the back of this sheet.

	Developing 0 – 14	Basic 15 – 16	Proficient 17- 21	Exemplary 22 -25	Score
Content	Content lacks reasoning and has little supporting detail, addresses only one aspect of the Experience	Content shows evidence of reasoning but provides little relevant supporting detail and/or does not cover all required areas	Content is well reasoned, with some insight and relevant supporting details; covers all required areas to a degree	Content is well reasoned, insightful and supported by relevant details; covers all required areas thoroughly	
Language	Problems with pronunciation and low level of grammar	Language and grammar below average for a Capstone Experience	Use of grammar enhances the presentation in parts	Use of grammar enhances the entire presentation	
Delivery	Read from notes and rarely looked at judges	Some problems with pauses, pacing and/or eye contact	Delivery is good, but not yet polished	Speaks with confidence, presence, poise, and eye content	
Organization	Information scattered and/or no audio/visual aid is used	Information is at times not presented in order and/or audio/visual aids are not relevant	Most information is presented in logical order, audio/visual aid somewhat relevant	All information presented in logical order, audio/visual aid relevant and helpful	
Impromptu Skills	Speaker is unable to respond	Speaker seems caught off guard by questions by is still able to respond	Speaker responds well to questions but lacks confidence	Speaker's knowledge is evident in responses to questions	
Design of capstone experience	Components of project seem fragmented and unrelated	One component of project hard to connect to thesis	Components of project seem connected but could improve	Papers, hours, speech, and audio/visual aids well planned and connected	
Self-reflection	Speaker does not address knowledge, skills, or lessons gained	Speaker exhibits little evidence of self-reflection	Speaker exhibits some evidence of high level thinking and reflection	Speaker exhibits abundant evidence of higher levels of thinking and reflection	
Attire	0 Speaker is not appropriately dressed	3	4	5 Speaker is wearing appropriate attire	
Overall Rating	(Pass) (Redo)		Total Points Earned/Possible Points		<u>100</u>

ORAL PRESENTATION EVALUATION – SAMPLE 3

Name _____ Business Selection _____

CONTENT (35 points)

Introduction – personal introduction; reason for choosing topic; purpose of product/project clearly stated or implied attracts attention	1	2	3	4	5
Body – clearly states main points; accurate, appropriate supporting details	6	7	8	9	10
Organization – logical flow of ideas	1	2	3	4	5
Conclusion – summarizes; reflects personal growth/learning	1	2	3	4	5
Language Usage – transitions; avoids slang; appropriate word choice	1	2	3	4	5
Relation to Learning – relates research to project and product to presentation	1	2	3	4	5

CONTENT TOTAL _____

DELIVERY OF SPEECH (15 points)

Non-verbal – eye contact, poise, posture, appropriate/natural gestures			1	2	3
Verbal – volume, rate, clarity of speech			1	2	3
Dress/Appearance/Demeanor – neat, appropriate dress; courteous, punctual and prepared			1	2	3
Audio/Visual Aids – support speech and enhance presentation; limited use of information on note cards	2	3	4	5	6

DELIVERY TOTAL _____

QUESTION AND ANSWER SESSION (15 points)

Impromptu Skills – fluent, confident; answers questions easily	1	2	3	4	5
Quality of Responses – evidence of knowledge; responds directly to questions	6	7	8	9	10

Q & A TOTAL _____

Business Plan (35 points)

Well Constructed – visually attractive; shows evidence of time spent in preparation, all required components are included.	16	17	18	19	20
Evidence of Research – the business plan document shows evidence of research throughout	11	12	13	14	15

PRODUCT TOTAL _____

TOTAL POINTS: _____ (100 possible)

Comments:

Emery (SD) High School

ORAL PRESENTATION RUBRIC – SAMPLE 4

- Scale: 10-9 Outstanding evidence of the descriptor**
8-7-6 Substantial evidence of the descriptor, but minor flaws may be present
5-4-3 Some evidence of the descriptor, but flaws exist
2-1 Little evidence of the descriptor
0 No evidence of the descriptor

(Teachers will assess penalty points for failure to meet time requirements)

*Please circle **ONE** number to indicate points awarded for each descriptor. **Also**, please help these students understand justification of scores given by providing specific comments in space provided.*

KNOWLEDGE OF CONTENT: The student effectively integrates information from the research-based paper and product. The speaker shows a comprehensive grasp of the topic. The topic is clearly conveyed to the audience.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

PRESENTATION FORMAT: The introduction effectively engages interest in the topic and establishes a sense of purpose or direction. The body of the presentation conveys essential and critical ideas that flow logically and smoothly and are supported with appropriate illustrations or examples. The conclusion effectively ends the presentation.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

DELIVERY: The student maintains poise throughout the delivery. The student uses effective presentation techniques (posture, gestures, voice projection, and eye contact). The delivery includes an effective command of language, proper pronunciation, and appropriate word choice.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

SENSE OF AUDIENCE: The presentation is appropriate for the intended audience. The student convinces the audience of expertise about the topic.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

APPEARANCE: The student is dressed in appropriate attire.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

VISUAL AIDS: The PowerPoint and portfolio enhance the presentation with accurate information that is professional, attractive, and readable. Visual aids were appropriately incorporated into the presentation.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

RISK FACTOR: A stretch/risk is exceedingly evident. The stretch reveals exploration of a new area. The learning stretch is relative to the individual student and can relate to emotional, spiritual, intellectual, or physical or a combination. The student's effort is inspiring.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

EXTEMPORANEOUS QUESTIONS: The student responds confidently and accurately to extemporaneous questions.

10	9	8	7	6	5	4	3	2	1	0
Score Explanation/Comments:										

THANK YOU LETTERS: The student delivered each judge a typed thank you letter.

YES _____
NO _____
Score Explanation/Comments:

ORAL PRESENTATION EVALUATION – SAMPLE 5

Name _____ Business Selection _____

CONTENT (35 points)

Introduction – personal introduction; reason for choosing topic; purpose of product/project clearly stated or implied attracts attention	1	2	3	4	5
Body – clearly states main points; accurate, appropriate supporting details	6	7	8	9	10
Organization – logical flow of ideas	1	2	3	4	5
Conclusion – summarizes; reflects personal growth/learning	1	2	3	4	5
Language Usage – transitions; avoids slang; appropriate word choice	1	2	3	4	5
Relation to Learning – relates research to project and product to presentation	1	2	3	4	5

CONTENT TOTAL _____

DELIVERY OF SPEECH (15 points)

Non-verbal – eye contact, poise, posture, appropriate/natural gestures			1	2	3
Verbal – volume, rate, clarity of speech			1	2	3
Dress/Appearance/Demeanor – neat, appropriate dress; courteous, punctual and prepared			1	2	3
Audio/Visual Aids – support speech and enhance presentation; limited use of information on note cards	2	3	4	5	6

DELIVERY TOTAL _____

QUESTION AND ANSWER SESSION (15 points)

Impromptu Skills – fluent, confident; answers questions easily	1	2	3	4	5
Quality of Responses – evidence of knowledge; responds directly to questions	6	7	8	9	10

Q & A TOTAL _____

Business Plan (35 points)

Well Constructed – visually attractive; shows evidence of time spent in preparation, all required components are included.	16	17	18	19	20
Evidence of Research – the business plan document shows evidence of research throughout	11	12	13	14	15

PRODUCT TOTAL _____

TOTAL POINTS: _____ (100 possible)

Comments:

Emery (SD) High School

ORAL PRESENTATION RUBRIC –SAMPLE 6

The oral presentation **may be up to 20 minutes** in length and is delivered to evaluators. The presentation should be *professional* in nature and summarize the business plan. The presentation cannot be prerecorded. If audio or audio-visual recordings are used, they are limited to 1 minute playing time. *Visuals* should be used during the presentation. The *portfolio* may be used as a visual.

Organization	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize business plan.
Knowledge of Subject Matter	Show evidence of mastery of entrepreneurial skills including facility management, budget and credit management, personnel management, and understanding of government regulations.
Use of <i>Visuals</i>	Use <i>visuals</i> to support, illustrate, or complement presentation. They should be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> and notes or note cards if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the business plan. Questions are asked after the presentation.

ORAL PRESENTATION RUBRIC – SAMPLE 7

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category: Junior Senior Occupational

	0	1-2	3-4	5-6	7-8	9-10	Points
Oral Presentation	Presentation is not done or speaks briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
	0	1	2	3	4	5	
Knowledge of Subject Matter	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not shared in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio During Presentation	Portfolio is not used during presentation	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation	Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	Presentation moves seamlessly between oral presentation, visuals and portfolio	
	0	1	2	3	N/A	N/A	
Voice (pitch, tempo, volume)	No voice qualities are used effectively	Voice quality is adequate	Voice is good, but could improve	Voice quality is outstanding and pleasing to listen to			
Body Language	Body language shows nervousness and unease; inappropriate clothing	Body language shows minimal amount of nervousness; clothing is appropriate	Body language is good and clothing is professional	Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors			
	0	1	2	3	4	5	
Responses to Evaluators' Questions	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions, but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	
	Total						

Evaluator's Comments:

BUSINESS PLAN PERFORMANCE RATING SHEET – SAMPLE 1

Evaluation Item	Not Demon- -strated	Does Not Meet Expectations	Meets Expecta- tions	Exceeds Expecta- tions	Points Earned
Explanation of the Plan					
Description of project development and strategies used to implement project	0	1-5	6-10	11-15	
Underlying assumptions explained and supported	0	1-3	4-7	8-10	
Risks and potential adverse results identified, analyzed, and planned for	0	1-5	6-10	11-15	
All aspects of the plan effectively presented	0	1-5	6-10	11-15	
Student evaluation of project effectiveness	0	1-3	4-7	8-10	
Demonstration of ability to effectively answer questions regarding business start-up logistics	0	1-3	4-7	8-10	
Delivery					
Thoughts and statements are well-organized and clearly stated	0	1-3	4-7	8-10	
Participant(s) demonstrate self-confidence, assertiveness, and good diction	0	1-2	3-4	5	
Professional and poised	0	1-2	3-4	5	
All members actively participate during presentation	0	1-2	3-4	5	
Subtotal (100 maximum)					
Time Penalty: Deduct five (5) points for presentation over seven (7) minutes.			Time:		
Dress Code Penalty: Deduct five (5) points when dress code is not followed.					
Total (100 maximum)					
Report Score (200 maximum)					
Final Score (300 maximum) (add total points and report score)					

Name(s): _____

School: _____ State: _____

Judge's Signature: _____ Date: _____

Judge's Comments:

BUSINESS FINANCIAL PLAN PERFORMANCE RATING SHEET – SAMPLE 2

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Explanation					
Description of the plan and strategies to obtain loan	0	1-5	6-10	11-15	
Underlying assumptions explained and supported	0	1-3	4-7	8-10	
Risks and potential adverse results identified, analyzed, and planned for	0	1-5	6-10	11-15	
All aspects of the plan effectively presented	0	1-5	6-10	11-15	
Student evaluation of plan	0	1-3	4-7	8-10	
Demonstration of ability to effectively answer questions	0	1-3	4-7	8-10	
Delivery					
Thoughts and statements are well-organized and clearly stated	0	1-3	4-7	8-10	
Participant(s) demonstrate self-confidence, assertiveness, and good diction	0	1-3	4-7	8-10	
Professional and poised	0	1-2	3-4	5	
Subtotal (100 maximum)					
Time Penalty: Deduct five (5) points for presentation over seven (7) minutes.				Time:	
Dress Code Penalty: Deduct five (5) points when dress code is not followed.					
Total (100 maximum)					
Report Score (200 maximum)					
Final Score (300 maximum) (add total points and report score)					

Name(s): _____

School: _____ State: _____

Judge's Signature: _____ Date: _____

Judge's Comments:

PERFORMANCE RATING SHEET – SKILLS USA

Date _____ Judge _____

Team Name _____ Number of Members _____

Day One Presentation

Scoring Criteria	Rating
Ability to identify and define sequence of research. (10 points) Member #1____ Member #2____ Member #3 ____ Member #4 ____ <i>(All team members should verbally participate)</i>	
Understand the startup process and content of the business plan. (10 points) Member #1____ Member #2____ Member #3 ____ Member #4 ____ <i>(All team members should verbally participate)</i>	
Stage Presence and Delivery (5 points) Voice, enthusiasm, deportment, effectiveness of team members	
Time Penalty – 5 minute maximum for presentation. 5 minute maximum for set up. 1 point off for each 30 seconds over 5 minutes	
Clothing Penalty (up to 5 points)	
Total Points for Day One Presentation (25 points possible)	

Day Two Presentation

Scoring Criteria	Rating
Solve the problem showing alternative approaches. (10 points) Member #1____ Member #2____ Member #3 ____ Member #4 ____ <i>(All team members should verbally participate)</i>	
Explain the choice of the most beneficial solution. (10 points) Member #1____ Member #2____ Member #3 ____ Member #4 ____ <i>(All team members should verbally participate)</i>	
Stage Presence and Delivery (5 points) Voice, enthusiasm, deportment, effectiveness of team members	
Time Penalty – (5 minutes for set up) 1 point off for each 30 seconds over 5 minutes set up (Presentations: HS-4 minutes maximum, PS-6 minutes maximum) 1 point off for each 30 seconds over 4 or 6 minutes.	
Clothing Penalty (up to 5 points)	
Total Points for Day Two Presentation (25 points possible)	

<http://www.skillsusa.org/downloads/PDF/contests/entrepreneur.pdf>