**Dessert Product Launch**

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| **Criteria** | **5**  **Exceeds Expectation** | **3.5**  **Meets Expectations** | **2.5**  **Below Expectations** | **0**  **No Evidence** |
| **Target Market** | Target Market Group is clearly defined. Characteristics of this group are highlighted, accurate, and are a basis of the Marketing Mix Strategies provided | Target Market is listed but not described **or** not used as a basis of the product designed.  Example would be describing Target market Group #2 and then creating a Chocolate based dessert for them despite that factor being described as something to avoid. | Target Market is alluded to as “customers” but no factors of the group are presented and/or do not match any of the marketing mix strategies given. | No Target Market Information Given |
| **Product** | Product aligns with Target Market Selected.  Product has a unique name, a specific recipe, and is visually represented to the class. Nutrition, flavors, and sizes are able to be defended when asked. | Product selected is visually represented either in person or through picture. Product can be defined clearly in terms of recipe, flavors, and Cost of Goods Needed.  Student has a hard time answering explaining product when asked. | Product ingredients given &/or Picture of product shown but only one of the two factors are provided.  Student seems uninterested or unable to provide product information when prompted | No product Information given |
| **Promotion** | Promotional Methods match target market interests. Specific examples are given as to how their product would be advertised.  Slogan &/or Trade Character are given. | Promotional Methods are given but are generic in nature and are simply copied from target market paragraph.  A slogan or trade character are given but are not effective in promoting brand. | Promotional Methods utilized do not meet their target markets preferences & seem ineffective given product and audience emphasized. | No promotional methods mentioned |
| **Place** | A specific location(s) for the product to be sold is given and matches target markets ability to see product and purchase it. | Place(s) to purchase product are mentioned but do not match the interests of the target market. | Student lists one location to sell product and that location does not align to target markets ability to access it. | No place information given |
| **Price** | Cost to produce product is given.  Price of product matches spending of target market group.  Price of product reflects reasonable markup so that manufacturer makes a profit. | Price of product is given and matches their target markets spending preferences. No cost of goods analysis is given so profitability of product is difficult to determine. | Price of product is given with no supporting evidence of why that price was chosen. Doesn’t equate for costs of goods &/or target markets preferences | No price information given. |
| **Packaging** | Packaging design is given for any method of product sold  (Individual, ½ Dozen, Dozen etc..)  Packaging is original, creative and contains company information (label, name, etc..). | Packaging design is given for any method of product sold but no company information is provided to make packaging look company specific. | Packaging design is given for 1 type of product sold but doesn’t contain product or company info. and does not detail all sizes/quantities of products created. | No packaging information given. |
| **Label** | Original Brand Label included.  Descriptive label may be used as well. | Brand &/or Descriptive label is used but is not original to company | Incorrect (Grade) or ineffective (blurry, too small, etc..) label is used. | No Labeling |

**Presentation & Visual Aid**

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| **Criteria** | **5**  **Exceeds Expectation** | **3-4**  **Meets Expectations** | **1-2**  **Below Expectations** | **0**  **No Evidence** |
| Speaking Skills | Student(s) speaks clearly, loudly, and at pace where everyone can understand information provided.  Student maintains good eye contact and does not read directly from visual aide. | Student speaks clearly but too fast for information to be understood.  Student maintains decent eye contact but reads directly from visual aid at certain times. | Student reads directly from visual aide.  Students speaks so fact or so softly that information is impossible to understand. | Student does not present |
| Questions | Student can answer questions clearly and confidently. Information mentioned reflects understanding of product created. | Student is able to answer the majority of questions presented but has difficulty answering some of the questions given. | Student is only able to answer questions with generic phrases such as “I guess”, “Not sure” or “Don’t Know” | Student refuses to answer questions or does not present. |
| Visual Aid | Student uses some method of visual evidence to present their product launch from. This can be a PowerPoint, Prezi, or Poster.  All information given supports each required aspect of the project and is easy to read and follow. | Students create a visual aid but it contains pictures that are blurry and font that is hard to follow.  Information given is appropriate but difficult to see. | Visual aid is ineffective in supplementing presentation.  Font is too small and too many words are given.  Pictures are not present or blurry in nature. | No visual aid given |
| **Grade:** | **\_\_\_\_\_/50** | | | |

**Judges Questions:**

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**Comments:**

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