Top Cut: Beef Contest Scoring Rubric- Elementary Division					
	16-20 pts.	**11-15 pts.**	**6-10 pts.**	**0-5 pts.**	**Judge Score**
Formatting	All parts are included: • Name of the product • Teacher's name • School name • Grade • Teacher contact Media project is neat and visually pleasing. All images and graphics used are of original design or in the public domain and properly cited.	Project is lacking two of the following: • Name of the product, • Teacher's name • School name • Grade • Teacher contact Media project is neat and visually pleasing. All images and graphics used are of original design or in the public domain and properly cited.	Project is missing three of the following: • Name of the product, • Teacher's name • School name • Grade • Teacher contact Media project may be untidy or disorganized. All images and graphics used are of original design or in the public domain and properly cited.	The project lacks: • A clear or non-existent introduction • Four or more participant informational pieces Media project is untidy or disorganized. Images and graphics used are not of original design or are not in the public domain and not properly cited.	
Theme	Students put forth a: • Well-thought out and unique product • Media project follows the cafeteria theme • Product is beef-centric • Media project identifies and promotes a beef product As a consumer having to choose from a variety of offerings, I would definitely purchase this meal as it is a unique well-balanced beef-centric cold cut meal. It contains one item from each of the following food group areas: fruit, vegetable, grain, beef cold cut meat, dairy.	Students put forth a: • Creative product or recipe • Media project follows the cafeteria theme • Product is beef-centric • Media project identifies and promotes a beef product As a consumer having to choose from a variety of offerings, I would probably purchase this product and would know that it is a unique well-balanced beef-centric cold cut meal. It is missing one item from the following food groups: fruit, vegetable, grain, beef cold cut meat, dairy.	Students put forth a: • Product or recipe • Media project follows the cafeteria theme or is beef-centric. • Media project identifies and or promotes a beef product As a consumer having to choose from a variety of offerings, I would be unsure if I would purchase this product and would be unsure if it was a well-balanced beef-centric cold cut meal. It is missing two items from the following food groups: fruit, vegetable, grain, beef cold cut meat, dairy.	Students put forth a: • Uncreative and not well-thought out product • Media project does not follow the cafeteria theme or promote a beef product As a consumer having to choose from a variety of offerings, I would not purchase this product and would not it is a well-balanced beef-centric cold cut meal. It is missing 3 or more items from each of the following food group areas: fruit, vegetable, grain, beef cold cut meat, dairy or it does not contain a beef cold cut.	
Narrative	The media project displays: • An original and highly creative and effective narrative • High artistic merit and/or creativity • An extremely eye-catching campaign and an extremely effective marketing tool As a consumer, I wanted to take and could picture the "beefcentric" food journey that was created by this project.	The media project displays: • An original creative and effective narrative • Artistic merit and/or creativity • An eye-catching and an effective marketing tool As a consumer, I would probably take the "beefcentric" food journey that was created by this project.	The media project displays: • A somewhat original creative and somewhat effective narrative • Some artistic and/or creativity • A marketing tool As a consumer, I would probably not take the "beefcentric" food journey that was created by this project.	The media project displays: • No narrative • Little to no artistic and/or creative elements • No marketing tool As a consumer, I would not take the "beefcentric" food journey that was created by this project.	

Expository	The media project: • accurately and effectively reflects and portrays beef nutrition information • shows evidence of quality research • shows evidence of quality learning about beef To create a successful brand and product an entrepreneur must have and share strong product knowledge; this project displays this at a high level of degree.	The media project: • accurately reflects and portrays beef nutrition information • shows evidence of research • shows evidence of learning about beef To create a successful brand and product an entrepreneur must have and share strong product knowledge; this project displays a good knowledge of beef and research.	The media project: • identifies some beef nutrition information • shows evidence of some research • shows evidence of some learning about beef To create a successful brand and product an entrepreneur must have and share strong product knowledge; there is some knowledge of beef nutrition and research.	The media project: • does not identify beef nutrition information • shows no or little evidence of research • shows no or little learning about beef To create a successful brand and product an entrepreneur must have and share strong product knowledge; no or little knowledge and research is displayed by this project.
Persuasive	The media project: • creates a strong persuasive argument for purchasing the beef-centric cafeteria lunch • convincingly identifies the reasoning for the argument (makes strong precise claims about the need to purchase the product) • gives logical reasoning for purchasing the product • uses strong precise sales and beef-specific vocabulary in the argument As a consumer I am persuaded to purchase this product.	The media project: • creates a persuasive argument for purchasing the beef-centric cafeteria lunch • identifies the reasoning for the argument (makes precise claims about the need to purchase the product) • gives logical reasoning for purchasing the product • uses precise sales and beef-specific vocabulary in the argument As a consumer I would more than likely be persuaded to purchase the product.	The media project: • creates somewhat persuasive argument for purchasing the beef-centric cafeteria lunch • identifies the reasoning for the argument (makes some claims about the need to purchase the product) • gives somewhat logical reasoning for purchasing the product • uses some sales and beef-specific vocabulary in the argument As a consumer there is little persuasion to purchase the product.	The media project: • creates little to no persuasive argument for purchasing the-beef centric cafeteria lunch • provides little to no reasoning for the argument (there are little to no claims to support the purchase of the product) • gives little to no logic for purchasing the product • uses little to no precise sales and beef-specific vocabulary in the argument As a consumer I am confused about why I should purchase the product.
Total				
Judge's Comments:				**/100**

Core writing focus areas (3-5)

Persuade
W1:   Write an argument to support claims with clear reasons and relevant evidence.
W1a: Introduce a precise claim and organize the reasons and evidence logically.
W1b: Provide logically ordered reasons that are supported by facts and details from various sources.
W1c: Use precise language and content-specific vocabulary while writing an argument.
W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.
W1e: Provide a concluding statement or section related to the argument presented.
W1f: Maintain a style and tone appropriate to the writing task.

Inform
W2:   Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.
W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
W2c: Use precise language and content-specific vocabulary to explain a topic.
W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.
W2e: Provide a concluding statement or section related to the information or explanation presented.
W2f: Establish a style aligned to a subject area or task.

Entertain
W3:   Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
W3a: Establish a situation and introduce a narrator and/or characters.
W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.
W3e: Provide a conclusion that follows from the narrated experiences or events.