### Top Cut: Beef Contest Scoring Rubric - Elementary Division

<table>
<thead>
<tr>
<th>Judge Score</th>
<th>0-5 pts.</th>
<th>6-10 pts.</th>
<th>11-15 pts.</th>
<th>16-20 pts.</th>
</tr>
</thead>
</table>
| Formatting  | The project lacks:  
• A clear or non-existent introduction  
• Four or more participant informational pieces | Media project may be untidy or disorganized. All images and graphics used are not of original design or are not in the public domain and not properly cited. | Media project is neat and visually pleasing. All images and graphics used are of original design or in the public domain and properly cited. | All parts are included:  
• Name of the product  
• Teacher’s name  
• School name  
• Grade  
• Teacher contact |
| Theme       | 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 meal. | 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 meal. | 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 meal. |
| Narrative   | The media project displays:  
• No narrative  
• Little to no artistic and/or creative elements  
• No marketing tool | 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 meal. | As a consumer, I would probably take the beef-centric food journey that was created by this project. | As a consumer, I wanted to take and could picture the beef-centric food journey that was created by this project. |

**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.

**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 meal.

- 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 meal.

- 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 meal.

- 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 meal.

**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 beef-centric 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 beef-centric 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 beef-centric 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 beef-centric food journey that was created by this project.
<table>
<thead>
<tr>
<th>Expository</th>
<th>The media project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• accurately and effectively reflects and portrays beef nutrition information</td>
<td></td>
</tr>
<tr>
<td>• shows evidence of quality research</td>
<td></td>
</tr>
<tr>
<td>• shows evidence of quality learning about beef</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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<tr>
<td>• accurately reflects and portrays beef nutrition information</td>
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<tr>
<td>• shows evidence of research</td>
</tr>
<tr>
<td>• shows evidence of learning about beef</td>
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<th>The media project:</th>
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<tbody>
<tr>
<td>• identifies some beef nutrition information</td>
</tr>
<tr>
<td>• shows evidence of some research</td>
</tr>
<tr>
<td>• shows evidence of some learning about beef</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>The media project:</th>
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<tbody>
<tr>
<td>• does not identify beef nutrition information</td>
</tr>
<tr>
<td>• shows no or little evidence of research</td>
</tr>
<tr>
<td>• shows no or little learning about beef</td>
</tr>
<tr>
<td>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.</td>
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<thead>
<tr>
<th>Persuasive</th>
<th>The media project:</th>
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<tbody>
<tr>
<td>• creates a strong persuasive argument for purchasing the beef-centric cafeteria lunch</td>
<td></td>
</tr>
<tr>
<td>• convincingly identifies the reasoning for the argument (makes strong precise claims about the need to purchase the product)</td>
<td></td>
</tr>
<tr>
<td>• gives logical reasoning for purchasing the product</td>
<td></td>
</tr>
<tr>
<td>• uses strong precise sales and beef-specific vocabulary in the argument</td>
<td></td>
</tr>
<tr>
<td>As a consumer I am persuaded to purchase this product.</td>
<td></td>
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<tr>
<td>• gives logical reasoning for purchasing the product</td>
</tr>
<tr>
<td>• uses precise sales and beef-specific vocabulary in the argument</td>
</tr>
<tr>
<td>As a consumer I would more than likely be persuaded to purchase the product.</td>
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<tr>
<td>• creates somewhat persuasive argument for purchasing the beef-centric cafeteria lunch</td>
</tr>
<tr>
<td>• identifies the reasoning for the argument (makes some claims about the need to purchase the product)</td>
</tr>
<tr>
<td>• gives somewhat logical reasoning for purchasing the product</td>
</tr>
<tr>
<td>• uses some sales and beef-specific vocabulary in the argument</td>
</tr>
<tr>
<td>As a consumer there is little persuasion to purchase the product.</td>
</tr>
</tbody>
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<table>
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<tbody>
<tr>
<td>• creates little to no persuasive argument for purchasing the beef-centric cafeteria lunch</td>
</tr>
<tr>
<td>• provides little to no reasoning for the argument (there are little to no claims to support the purchase of the product)</td>
</tr>
<tr>
<td>• gives little to no logic for purchasing the product</td>
</tr>
<tr>
<td>• uses little to no precise sales and beef-specific vocabulary in the argument</td>
</tr>
<tr>
<td>As a consumer I am confused about why I should purchase the product.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Expository</th>
<th>Persuasive</th>
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**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.