

SAGE Judging Criteria 2009

<i>In their annual report and verbal presentation, how effective were the students in demonstrating that they:</i>	Points Possible
(1) planned and operated at least <i>one new, for-profit business</i> ; in doing so, the students showed that they <i>learned</i> about entrepreneurship and business, and were able to <i>apply</i> their knowledge and skills to plan and implement their business.	15
(2) planned and operated at least <i>one continuing, for-profit business</i> ; in doing so, the students showed that they <i>learned</i> about entrepreneurship and business, and were able to <i>apply</i> their knowledge and skills to plan and implement their business (Note: If this is a SAGE team's first year, or if this is a team that has relied on a virtual enterprise in prior years, they may "opt out" of this criterion and ask judges to weight Criterion (1) a total of 30 points).	15
(3) planned and operated at least <i>one social venture</i> ; in doing so, the students showed that they <i>learned</i> about social entrepreneurship and socially-responsible business, and were able to <i>apply</i> their knowledge and skills to plan, implement and sustain their venture (Note: to earn the maximum points, USA SAGE teams must complete an action plan as an official Youth Venturer at http://www.youthventure.org/index.php?tg=articles&topics=43).	15
(4) Included at least one type of "global" component in their activities during the year (e.g., did students work with students or businesses from another country to import/export products; did they study how free markets work in an economy other than their own; did they study who are the key policymakers in a global economy?).	10
(5) Understand the importance of civic engagement in a democratic society, and that each citizen can exercise their freedom by registering to vote and participating in public elections?	10
(6) Understand the importance of being responsible stewards of the environment in a free market economy?	10

<i>In their projects, how effective were the students in:</i>	
(7) Utilizing at least one or two college “consultants/mentors” from a nearby college or university to help them identify, deliver, assess and present their projects?	5
(8) Utilizing a Business Advisory Board (each team should have at least three active BAB members, at least two of whom come from the private sector)?	5
(9) Utilizing mass media (e.g., newspapers, TV, radio, billboards, and newsletters)? Attach newspaper articles to the annual report.	5
(10) Measuring the results of their projects (e.g., pre- and post-tests; financial statements)?	10
TOTAL POSSIBLE POINTS	100

Note: Each team should strive to maximize points based on its mission, goals and objectives. Not all teams will address all of the judging criteria, but the most competitive teams will likely address most, if not all, of them. A team is encouraged to combine at least two of (1) through (5) above. For details explaining each criterion, please see “Interpretation of Judging Criteria” on the following pages. Judges will be presented with these interpretative guidelines before the competition, and will be urged to read them carefully. For ideas which might help your team score more points, see the SAGE Manual of Business Ideas and Best Practices.

** For countries that don’t have a Youth Venture presence, this restriction will be relaxed.*

SAGE Judging Criteria Scoring Rubric

High School:

Judge:

Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate ...

Element	High	Medium	Low	Pts. Possible	Pts. Awarded
1. Entrepreneurship Applied to a <u>NEW</u> Entrepreneurial Venture	Completed one or more new entrepreneurial ventures and demonstrated evidence that they have learned about entrepreneurship and business and applied that knowledge to plan and implement their venture(s). 15 14 13 12 11	Completed one or more new ventures. Some knowledge of entrepreneurship and business was applied to the planning and implementation of their venture(s). 10 9 8 7 6	A new venture was not completed, or knowledge of entrepreneurship and business skills was not applied to the planning and implementation of their venture(s). 5 4 3 2 1	15	
2. Entrepreneurship Applied to a <u>CONTINUING</u> Entrepreneurial Venture	Sustained one or more entrepreneurial ventures from prior years and demonstrated evidence that improved upon these venture(s). 15 14 13 12 11	Sustained one or more ventures from prior years. Some knowledge of entrepreneurship and business was applied to the continuation of their venture(s). 10 9 8 7 6	There was little or no evidence that ventures started in prior years were continued. 5 4 3 2 1	15	

Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

Element	High	Medium	Low	Pts. Possible	Pts. Awarded
<p>3. Social Entrepreneurship Applied to A NEW and/or CONTINUING Venture</p>	<p>Completed one or more new and/or continuing social entrepreneurial ventures and demonstrated evidence that they have learned about social entrepreneurship and applied that knowledge to plan, implement, and/or continue their venture(s). The team indicated that they registered at least one of their ventures as a Youth Venturer at the Youth Venture web site.</p> <p>15 14 13 12 11</p>	<p>Completed one or more new and/or continuing social entrepreneurial ventures. Some knowledge of social entrepreneurship was applied to the planning and implementation of their venture(s). The team did not provide evidence that they registered at least one of their ventures as a Youth Venturer at the Youth Venture web site</p> <p>10 9 8 7 6</p>	<p>Have not completed a social entrepreneurship venture or activity, or do not demonstrate understanding of the concept of social entrepreneurship.</p> <p>5 4 3 2 1</p>	<p>15</p>	
<p>4. A Global Dimension</p>	<p>Have demonstrated an extensive awareness and appreciation for conducting business in an international market (e.g., did students work with students or businesses from another country to import/export products; did they study how free markets work in an economy other than their own; did they study who are the key policymakers in a global economy?).</p> <p>10 9 8</p>	<p>Addressed this criterion somewhat, but did not provide substantial details about how they are more aware and appreciative of how business operates in other countries.</p> <p>7 6 5 4</p>	<p>Have not demonstrated even a modest awareness or appreciation for how business is conducted s in an international market</p> <p>3 2 1</p>	<p>15</p>	

Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

Element	High	Medium	Low	Pts. Possible	Pts. Awarded
5. Civic Engagement	<p>Demonstrate an extensive understanding of principles of civic engagement in a democratic society (e.g., every citizen has the right to register to vote and may participate in public elections).</p> <p>10 9 8</p>	<p>Limited understanding of principles of civic engagement (e.g., may understand that each citizen can exercise his/her right to vote; yet does not understand that a citizen also has right to choose not to participate).</p> <p>7 6 5 4</p>	<p>Do not understand principles of civic engagement.</p> <p>3 2 1</p>	15	
6. Environmental Responsibility	<p>Fully understand the importance of being responsible stewards of the environment while enjoying the privileges of participating in a free market economy.</p> <p>10 9 8</p>	<p>General awareness of environmental issues as they apply to the business, yet does not understand principles of stewardship.</p> <p>7 6 5 4</p>	<p>Do not understand, or did not address, how environmental issues apply to businesses in a free market economy.</p> <p>3 2 1</p>	15	
7. Use of College Mentors	<p>Effective use of one or two college mentors to identify, deliver, assess, and present their activity(s).</p> <p>5</p>	<p>Limited use of one or two college mentors to identify, deliver, assess, and present their activity(s).</p> <p>4 3 2</p>	<p>Did not use college mentors</p> <p>1</p>	5	

Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

Element	High	Medium	Low	Pts. Possible	Pts. Awarded
8. Use of Business Advisory Board	Effective use of “BAB” (Business Advisory Board) composed of a minimum of three active members. At least two of these BAB members should come from the private sector. 5	Limited use of BAB. 4 3 2	Failed to use a BAB, or failed to demonstrate active involvement of at least three BAB members. 1	5	
9. Use of Media	Effective use of media in publicizing the results of activities, including but not limited to newspaper, television, radio, billboards, the Internet, newsletters, fliers 5	Limited use of media to publicize the results of activities. 4 3 2	Failed to use media to publicize the results of activities. 1	5	
10. Measured Results	Effectively measured applicable results of activity (e.g., when appropriate, prepared income statements; conducted pre- and post-tests regarding results). 5	Limited, or inapplicable, measurement of activity results. 4 3 2	Did not measure effectiveness of activity. 1	5	