

Performance-based Measurement Guide

BUSINESS, FINANCE, AND MARKETING EDUCATION | Career and Technical Education

ME11



NORTH CAROLINA
State Board of Education
Department of Public Instruction



Learning that works for North Carolina

ME11 Entrepreneurship I

Performance-based Measurement Guide

OVERVIEW

Performance-based Measurements (PBMs) when used as the proof of learning (POL) for a course give teachers a tool to evaluate student achievement and mastery of course concepts. A PBM measures students' ability to apply the skills and knowledge learned from course standards. Typically, the task challenges students to use their higher order thinking skills to create a product or complete a process (Chun, 2010).

PERFORMANCE-BASED MEASUREMENT FOR ME11 ENTREPRENEURSHIP I

The objective of Entrepreneurship I is to provide students with essential knowledge to create a small business they are passionate about or addresses a need in their community. Through design thinking, students will be asked to consider a business idea they will use throughout the course.

The course is structured around the Lean Canvas Business Model (LCBM), an industry accepted model. Students will complete the LCBM which covers the following key concepts: Problem, Customer Segments, Unique Selling Proposition, Solution, Channels, Key Metrics, Revenue Streams, Cost Structure, and Competitive Advantage.

Students will complete two deliverables: the LCBM document for their business idea and a presentation to pitch the idea. Each student's proficiency will be determined by the combined points earned from the LCBM and the presentation/pitch. Use the provided rubrics to evaluate each student's proficiency. The rubric is modeled after DECA and FBLA rubric formats.

While being exposed to the concepts through curriculum content, students will receive continuous feedback from their teacher and will further develop their business idea through multiple reviews and iterations. It is important for students to make changes based on teacher and peer feedback. The sections of the LCBM are interwoven into the curriculum as shown in the table below.

LCBM Sections	Indicator(s)
Problem/Opportunity	2.01, 2.03, 2.04, 2.05
Customer Segments	3.03
Unique Selling Proposition	3.02
Solution	2.04, 2.05
Channels	4.01
Key Metrics	5.04
Revenue Streams	5.03
Cost Structure	4.04
Competitive Advantage	3.02

Throughout this project, students and teachers will work together to intentionally develop important employability skills: project management, research and analysis, collaboration, creativity, critical thinking, and communication skills. Students will also be expected to consider ethical implications of their business idea.

COURSE PROFICIENCY

Proficiency for this course is a combined score of 95 points or above. To determine the proficiency score, combine the points from the LCBM (54 maximum points) and Presentation/Pitch (82 maximum points).

STUDENT INFORMATION

ME11 Entrepreneurship I

Lean Canvas Business Model (LCBM) and Presentation/Pitch

As proof of learning for this course, you will complete the Lean Canvas Business Model (LCBM) for a business idea of your choice and present/pitch the idea in a presentation at the end of the course.

Component I: LCBM

Directions: complete the LCBM consisting of the following sections:

- a. **Problem/Opportunity**—Description of the top problems/opportunities the business idea addresses (indicators 2.01, 2.03, and 2.04).
- b. **Customer segments**—Description of target customers (indicator 3.03).
- c. **Unique Selling Proposition**—Clear statement that describes the benefit of your offer, how you meet your customers' needs, and what distinguishes you from the competition (indicator 3.02).
- d. **Solution**—Description of the top features of the product/service that solve the problem (indicator 2.05).
- e. **Channels**—Description of the pathways to customers (indicator 4.01).
- f. **Key metrics**—Explanation of key activities that must be measured (indicator 5.04).
- g. **Revenue streams**—Description of the revenue model and lifetime values. Price of product/service (indicator 5.03).
- h. **Cost structure**—Description of fixed and variable costs. Explanation of the marketing costs, distribution costs, human resource costs and any additional costs (indicators 4.03 and 4.04).
- i. **Competitive advantage**—Explanation of why the product/service cannot be easily copied or bought (indicator 3.02).

The Lean Canvas Business Model

with basic instructions

Problem List your top 3 problems	Solution Outline a possible solution for each problem	Unique Value Proposition Create a clear, concise message that states why your business is different and worth paying attention to.	Competitive Advantage This is also known as an unfair advantage. It should be something that cannot easily be bought or copied.	Customer Segments List your target customers and users
	Key Metrics List the key numbers that tell you how your business is doing.		Channels List your path to customers. Outbound and inbound.	
Cost Structure List your fixed and variable costs.			Revenue Streams List your sources of revenue.	

Adapted from <https://leanstack.com/leancanvas>

Entrepreneurship I Lean Canvas Business Model Rubric

Student Name: _____

DIRECTIONS: Circle the appropriate rating category for each section and enter the value in the “Score” column on the right. Total the “Score” column and enter on the total score for Lean Canvas Business Model line.

	Not Demonstrated 0 points	Below Expectations 2 points	Meets Expectations 4 points	Exceeds Expectations 6 points	Score
Problem/ Opportunity	No problems or opportunities are identified.	One problem/ opportunity is identified with little demonstration of the design thinking process.	Two problems or opportunities are identified and showed basic understanding of the design thinking process.	Three or more problems or opportunities are identified and demonstrated exceptional use of the design thinking process.	
Customer Segments	No customer segments are identified.	Customer segment is identified but does not address the problem/opportunity.	Customer segments are identified and clear connection to the problem/opportunity is made.	Customer segments are identified using demographic, geographic, psychographic, and behavioral segmentation.	
Unique Selling Proposition	No unique selling proposition is identified.	A selling proposition is identified but is not unique to the business.	A selling proposition unique to the business is identified.	A unique selling proposition is identified. Data is used to support the proposition.	
Solution	No solution listed.	Solution listed with little demonstration of the design thinking process.	Solutions are listed for each problem/ opportunity and demonstrates understanding of the design thinking process.	Several solutions listed for each problem/ opportunity and demonstrates exceptional understanding of the design thinking process.	
Channels	No description of channels was given.	One potential channel was identified.	A description of two potential channels was given.	A description of three or more potential channels was given.	

Entrepreneurship I Lean Canvas Business Model Rubric continued

	Not Demonstrated 0 points	Below Expectations 2 points	Meets Expectations 4 points	Exceeds Expectations 6 points	Score
Key Metrics	No key metrics were identified.	Key metrics were identified but not appropriate for the business.	Key metrics were identified and appropriate for the business.	Key metrics appropriate for the business identified and included thorough explanation of metrics chosen.	
Revenue Streams	No revenue streams were identified.	Revenue streams were identified but not appropriate for the business.	Revenue streams were identified and appropriate for the business.	Revenue streams were identified, appropriate for the business, and supporting documentation is included.	
Cost Structure	Cost structures were not identified.	Cost structures were identified but showed insufficient understanding of fixed/variable costs.	Cost structures were identified and demonstrated understanding of fixed/variable costs.	Cost structures were identified, demonstrated understanding of fixed/variable costs, and included charts, graphs, or other visuals.	
Competitive Advantage	No competitive advantage was identified.	A competitive advantage was identified but not appropriate for the business.	A competitive advantage was identified and was appropriate for the business.	A competitive advantage was identified, was appropriate for the business, and evidence of market research was demonstrated.	

Total score for Lean Canvas Business Model (54 possible points) _____

Component II: Presentation/Pitch

Directions: Prepare a pitch for your business idea based on the sections of your LCBM. Review the rubric for the required elements of the presentation/pitch. Your presentation should be 4–6 minutes long and should be visually appealing and professional. The presentation can be a PowerPoint, Prezi, trifold board, or other acceptable means of presenting your business idea (teacher approval required) or a combination of these items. Remember that you are pitching this business idea and seeking the approval of the judge(s). For your presentation, dress appropriately, anticipate questions you may be asked about your business idea, and be prepared to answer these questions.

You may use the resources below to help prepare for your presentation/pitch.

a. Articles

- i. “7 Tips for Pitching Your Entrepreneurial Idea, Whether to Angels or Sharks” <https://www.forbes.com/sites/mattsymonds/2013/10/24/7-tips-for-pitching-your-entrepreneurial-idea-whether-to-angels-or-sharks/#33dd0e7635a2>
- ii. “12 Easy Steps to a Perfect Pitch” <https://www.americanexpress.com/en-us/business/trends-and-insights/articles/12-easy-steps-to-a-perfect-pitch/>
- iii. “13 Tips on How to Deliver a Pitch Investors Simply Can’t Turn Down” <https://www.entrepreneur.com/article/251311>

b. Videos

- i. How to Start a Pitch or a Presentation” <https://www.youtube.com/watch?v=P2LwuF7zn9c>
- ii. “How to Deliver a Great Pitch” <https://www.youtube.com/watch?v=3TPb5FMkA8o>
- iii. Jillian Manus: How to Deliver the Perfect Pitch” <https://www.youtube.com/watch?v=c4Q7sfJEDHo>

Entrepreneurship I Presentation/Pitch Rubric

Name: _____

Directions: Circle the appropriate rating category for each component and enter the value in the “Score” column on the right. Total the “Score” column and enter on the total score for presentation/pitch line.

	NO VALUE 0 points	BELOW EXPECTATIONS 2 points	MEETS EXPECTATIONS 4 points	EXCEEDS EXPECTATIONS 6 points	SCORE
Introduction	No attention-getter or overview of business idea was present.	Overview of business idea but no attention-getter was present.	Attention-getter and overview of business idea was present.	Creative attention-getter and extensive overview of business idea was present.	
Problem/ Opportunity	No description of the problem/ opportunity was given.	A description of one problem/opportunity was given.	Descriptions of two problems/opportunities were given.	Descriptions of three or more problems/ opportunities were given.	
Customer Segments	No customer segments were identified or described.	One customer segment was identified and described.	Two customer segments were identified and described.	Three or more customer segments were identified and described.	
Unique Selling Proposition	No unique selling proposition was identified.	An attempt was made at stating a unique selling proposition.	A single, clear message that states the unique selling proposition was given.	A clear, compelling message that states the unique selling proposition was given and expanded upon.	
Solutions	No solutions were provided.	A description of one solution was given.	Descriptions of two solutions were given.	Descriptions of three solutions were given.	
Channels	Channels of distribution were not listed.	Some potential channels of distribution were identified.	Potential channels of distribution were identified.	Potential channels of distribution were identified, and data was provided to support selected channels.	
Key Metrics	No explanation of key activities that must be measured was given.	An explanation of one key activity that must be measured was given.	Explanations of two key activities that must be measured were given.	Explanations of three or more key activities that must be measured were given.	
Revenue Streams	No revenue streams were identified.	A description of one revenue stream was given.	A description of two revenue streams was given.	Descriptions of three or more revenue streams were given including an explanation of gross margin.	

Entrepreneurship I Presentation/Pitch Rubric continued

NO VALUE 0 points		BELOW EXPECTATIONS 2 points	MEETS EXPECTATIONS 4 points	EXCEEDS EXPECTATIONS 6 points	SCORE
Cost Structure	No explanation of the fixed or variable costs was given.	A list of costs was provided without explanation of the types.	A list of fixed, variable, and semi-variable costs was provided with explanation.	An explanation of fixed, variable, and semi-variable costs was provided along with visuals (charts, graphs, etc.)	
Competitive Advantage	No competitive advantage was identified.	A competitive advantage was identified but not appropriate for the business.	A competitive advantage was identified and was appropriate for the business.	A competitive advantage was identified and appropriate for the business, and market research was included.	
Conclusion	Presentation ended abruptly without concluding statements.	Presentation had a clear ending without a summary of the presentation.	Conclusion included a call to action and summarized the presentation.	A compelling call to action was included with a summary of the presentation and acknowledgement of the audience's time.	
	NO VALUE 0 points	BELOW EXPECTATIONS 4 points	MEETS EXPECTATIONS 6 points	EXCEEDS EXPECTATIONS 8 points	SCORE
Visual Presentation	No visual presentation completed.	Presentation was not visually appealing, had excessive or minimal information, had five or more errors.	Presentation was visually appealing, limited number of bullets on slides, and had four or fewer errors.	All components were covered, presentation was visually appealing, limited number of bullets on slides, and had no errors.	
	NO VALUE 0 points	BELOW EXPECTATIONS 6 points	MEETS EXPECTATIONS 8 points	SCORE	
Oral Presentation	No oral presentation completed.	Appropriate attire, eye contact, volume, and pacing were evident. Presentation fell short of the time requirement. Student answered questions hastily.	Appropriate attire, eye contact, volume, and pacing were present. Presentation met the time requirement. Student answered questions sufficiently.		
Total Score for Presentation/Pitch (82 possible points)					

Proficiency Score Sheet

🌀 Proficiency for the PBM is 95 points or above.

	Score from Rubric	Possible Points
Total score for Lean Canvas Business Model		54
Total score for Presentation/Pitch		82
FINAL SCORE FOR PBM		136