Sarah

Katie

Tony

Celine

Hongji

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| Names | | Date | |
| **Points** | **Topic** | **Points Received** | **Comments** |
| Target consumer identified | | 5 | |
| Competition Identified: Product and Price (Including comparison to product) | | 5 | |
| Shows justification of innovation in the market | | 5 | |
| Several previous product designs | | 3 | |
| Selection criteria clearly identifies how the final product design was chosen | | 4 | |
| Formula listed (grams) | | 5 | |
| Lessons learned/Suggested revisions for future work | | 3 | |
| **Process** | | 25 | |
| Overall process flow diagram shown | | 5 | |
| Mass Balances on process | | 8 | |
| Energy Balances on process | | 8 | |
| Identify processing hurdles | | 4 | |
| **Project Guidelines Met** | | 25 | |
| Product meets nutritional design constraints (macro and micronutrients) and is justifiably healthy | | 10 | |
| Flavor is acceptable for target consumers | | 3 | |
| >80% by mass of the product is from whole foods | | 6 | |
| Product should be novel and show creativity | | 6 | |
| 10 | | **Poster Appearance** | |
| Product Name | | 2 | |
| List: Group members, class, date | | 2 | |
| Neat and Well-organized | | 2 | |
| Visually appealing | | 2 | |
| Spelling and Grammar | | 2 | |
| 10 | | **Oral 3 minute sales pitch** | |
| Grabs your attention | | 3 | |
| Student understands and can clearly articulate the information on the poster | | 5 | |
| Students answer questions clearly and confidently | | 2 | |
| 100 | | | |