**E-Marketing** **Target Market Comparison Chart #1**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CATEGORY |  | **20** |  | **15** | **5** | **1** |  |  |
|  |  |  |  |  |
|  | **Organization** |  | Content is well |  | Uses headings | Content is | There was no |  |  |
|  |  |  | organized using |  | or bulleted lists | logically | clear or logical |  |  |
|  |  |  | headings or |  | to organize, but | organized for the | organizational |  |  |
|  |  |  | bulleted lists to |  | the overall | most part. | structure, just |  |  |
|  |  |  | group related |  | organization of |  | lots of facts. |  |  |
|  |  |  | material. |  | topics appears |  |  |  |  |
|  |  |  |  |  | flawed. |  |  |  |  |
|  | **Requirements** |  | All requirements |  | All requirements | One requirement | More than one |  |  |
|  |  |  | are met and |  | are met. | was not | requirement was |  |  |
|  |  |  | exceeded. |  |  | completely met. | not completely |  |  |
|  |  |  |  |  |  |  | met. |  |  |
|  | **Content** |  | Covers topic in- |  | Includes | Includes | Content is |  |  |
|  |  |  | depth with |  | essential | essential | minimal OR there |  |  |
|  |  |  | details and |  | knowledge about | information | are several |  |  |
|  |  |  | examples. |  | the topic. Subject | about the topic | factual errors. |  |  |
|  |  |  | Subject |  | knowledge | but there are 1-2 |  |  |  |
|  |  |  | knowledge is |  | appears to be | factual errors. |  |  |  |
|  |  |  | excellent. |  | good. |  |  |  |  |
|  | **Mechanics** |  | No misspellings |  | Three or fewer | Four | More than 4 |  |  |
|  |  |  | or grammatical |  | misspellings | misspellings | errors in spelling |  |  |
|  |  |  | errors. |  | and/or | and/or | or grammar. |  |  |
|  |  |  |  |  | mechanical | grammatical |  |  |  |
|  |  |  |  |  | errors. | errors. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | **Attractiveness** |  | Makes excellent |  | Makes good use | Makes use of | Use of font, |  |  |
|  |  |  | use of font, color, |  | of font, color, | font, color, | color, graphics, |  |  |
|  |  |  | graphics, effects, |  | graphics, effects, | graphics, effects, | effects etc. but |  |  |
|  |  |  | etc. to enhance |  | etc. to enhance | etc. but | these often |  |  |
|  |  |  | the chart. |  | the chart. | occasionally | distract from the |  |  |
|  |  |  |  |  |  | these detract | chart content. |  |  |
|  |  |  |  |  |  | from the chart |  |  |  |
|  |  |  |  |  |  | content. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

**Total Score \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Maximum 100 Points**