

## Chem 1A Poster Grading-Fall 2006

Names of researchers: \_\_\_\_\_

Hypothesis: \_\_\_\_\_

(Scoring: full credit if all criteria are met, -1 for each criterion not met)

Section	Score	Comments
<b>Organization</b> <input type="checkbox"/> Poster includes the required sections (Hypothesis, Molecules, Chemical Principles, Data/Results, Discussion/Conclusions, Future Research, References) <input type="checkbox"/> Poster is readable (use $\geq 24$ pt. font), neatly and logically composed	2 1 0	
<b>Molecules</b> <input type="checkbox"/> Identifies the relevant molecules by name, formula, and chemical structure <input type="checkbox"/> Provides a high-quality computer generated or freehand drawing that illustrates relevant structures <input type="checkbox"/> Discusses the relevant physical and chemical properties of the molecules	3 2 1 0	
<b>Chemical Principles</b> <input type="checkbox"/> Correctly applies chemistry principles discussed in Chem1A (concepts from syllabus) to research question <input type="checkbox"/> Description of chemical principles reflects an in-depth understanding of concepts discussed in the course <input type="checkbox"/> All of the relevant chemical principles are addressed	3 2 1 0	
<b>Data and Results</b> <input type="checkbox"/> Information is organized in a way that best ensures audience comprehension (graphs, tables, etc.) <input type="checkbox"/> Information gathered is relevant in that it directly supports or refutes the hypothesis <input type="checkbox"/> No obvious relevant lines of inquiry were left out	3 2 1 0	

Section	Score	Comments
Discussion and Conclusions <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides concise summary of experimental and/or research findings relevant to the hypothesis</li> <li><input type="checkbox"/> Integrates experimental data, research findings, and information from the course to draw logical conclusions</li> <li><input type="checkbox"/> Draws on experimental or research findings to provide specific information or examples to support or refute the hypothesis</li> </ul>	3 2 1 0	
Future Research <ul style="list-style-type: none"> <li><input type="checkbox"/> Suggests a direction of future inquiry</li> <li><input type="checkbox"/> Suggests a strategy for accomplishing the new direction</li> </ul>	2 1 0	
References and Acknowledgements <ul style="list-style-type: none"> <li><input type="checkbox"/> Attribution is provided for ideas, data, and images from other sources (ACS format)</li> <li><input type="checkbox"/> Uses footnotes to label items in the posters that stem from an outside source</li> </ul>	2 1 0	
Communication <ul style="list-style-type: none"> <li><input type="checkbox"/> both partners share equally in the oral presentation</li> <li><input type="checkbox"/> oral presentation is well-organized and engaging to the audience</li> </ul>	2 1 0	
General Remarks from the GSI:		<b>Total Score</b>  /20