

Rubric for Peer Evaluation of Assign. #2 Submitted by _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Chemistry Content Counts x2	Important parts are missing, and/or some structures are drawn with errors, and/or names wrong.	For most of the relevant molecules: Structures / cartoons, names & relations given and "essentially correct."	For most of the relevant molecules: Structures / cartoons are correct & complete. Names correct. Relations are clear.	For all relevant molecules: Structures / cartoons are correct & complete. Names correct. Relations are clear.	/8
Information Flow Counts x0.5	Items are placed without obvious concept about flow.	Flow is OK, but could be more efficient / tutorial.	Flow is meaningful. Supportive of message.	Flow is meaningful, intuitive. Focuses on message.	/2
ACS Format Counts x0.5	Never heard of it.	Some items are provided in the correct format, some are not.	Consistent use of ACS format.	Consistent use of ACS format with meaningful deviations.	/2
Alignment Counts x0.5	Items are placed without obvious concept about alignment.	Crosshair / ruler used. Scheme is somewhat lacking balance.	Crosshair / ruler used. Minor issues with spacing / overlaps.	Crosshair / ruler used, spacings consistent, no overlaps.	/2
Color Counts x0.5	Color use is frivolous.	Color use is meaningful.	Color use is meaningful. Supportive of message.	Color use is meaningful, intuitive. Focuses on message.	/2
Import & Captions Counts x0.5	Schemes are imported but captions are missing.	Schemes are provided with captions. Issues with scheme size / caption formatting.	Schemes are provided with captions. Minor issues with scheme size / caption formatting.	Imported with correct size, well placed, and captions are provided in correct format.	/2
In-text Reference Counts x0.5	Text references to schemes are missing.	All schemes are cited in the text. Issues with placement and format.	All are given with appropriate placement.	All are given with most appropriate placement.	/2
				Total	/20

Constructive Comments (to guide the authors' revision):