**Choice Project Rubric**

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| **Criteria** | **Unacceptable (0)** | **Poor (1)** | **Satisfactory (2)** | **Good (3)** | **Excellent (4)** |
| Submission met its goal | Goal of the submission is unclear or mixed, submission does not meet the goal. | Goal of the submission can be assumed, but it is not clear. | Submission clearly achieves its goal of addressing chemo-phobia, linking course content to an area of study, or helping learners better understand a course concept. | Submission is generally compelling and clearly achieves the goal of addressing chemo-phobia, linking course content to an area of study, or helping learners better understand a course concept. | Submission is clear and compelling in achieving its goal of addressing chemophobia, linking course content to an area of study, or helping learners better understand a course concept. |
| Nature of the chemistry content | Chemistry content selected does not contribute to the  project goal. | Some chemistry content selected contributes to the project goal, but misses some major points. | Chemistry content selected contributes to the project goal, but misses some minor points. | Chemistry content selected contributes to the project goal. | Chemistry content selected ensures the project goal is met. |
| Effective use of form (visual, audio, written communication) | The chosen form is ineffective in communicating the chemistry content. | Much of the content would be more effectively communicated in a different form. | Some of the content would be more effectively communicated in a different form. | The majority of the content is communicated in an effective form. | Content is communicated effectively in visual, audio, and/or written form. |
| Communication – audience and language | Chemistry content is communicated at a level that is inappropriate for the audience. For example: too technical for a broad audience, or too simple for an undergraduate audience. | Some chemistry content is communicated at a level inappropriate to the audience and has some errors or awkwardness in wording that impede meaning. | Chemistry content is communicated using straightforward language that generally communicates meaning to audience, but with some errors or awkwardness in wording. | Chemistry content is communicated at a level appropriate to the audience. Uses straightforward language that generally communicates meaning to audience. | Chemistry content is communicated at a level appropriate to the audience. Uses language that communicates meaning to audience with clarity and fluency. |
| Communication – logic and organization | No logical order to the information provided, ideas are repeated, rambling. | Major problems in organization and/or logic. | Minor problems in organization or logic. | Presentation is organized, but lacks some development of the topic. Uses comparisons or analogies that may help understanding. | Clear and logical presentation, good development of the topic. Uses effective comparisons or analogies to enhance understanding. |
| **Criteria** | **-4 points** | **-3 points** | **-2 points** | **-1 points** | **0 points** |
| Attribution (Submissions that are plagiarized will not be graded) | Submission contains no citations (and citations are needed) and uses copyrighted information that is not labeled for reuse. | Submission contains 3 or more errors related to attributions and copyright licensing requirements. | Submission contains 1-2 errors related to attributions and copyright licensing requirements. | Submission contains only a very small error related to attributions and copyright licensing requirements. | Submission contains appropriate citations and minds copyright licensing requirements. |
| Conforms to assignment requirements (length, etc.) (points are subtracted) | Submission is more than 40% of the target time/length/word requirements. Submissions more than 40% too long will not be graded. | Submission is within 30% of the target time/length/word requirements. | Submission is within 20% of the target time/length/word requirements. | Submission is within 10% of the target time/length/word  requirements. | Submission is within the target time/length/word requirements. |
| Chemistry content – accuracy (points are subtracted) | Severe errors that take away from the main message. | A few minor chemistry errors. Simplifications or assumptions are not directly identified and detract from the main message. | Minor chemistry  errors.  Simplifications  or assumptions  are not directly  identified but do  not detract from  the main  message. | A very minor  chemistry error.  Simplifications  or assumptions  are identified. | No chemistry  errors.  Simplifications  or assumptions  are identified. |