

**Grading Rubric for Azo-dye Synthesis Final Report**

Name \_\_\_\_\_

<b>Grading Criteria</b>	<b>Score</b>
Cover Page (5 pts)	
Claim (15 pts)	
Evidence (25 pts)	
Audience (15 pts)	
Figures/Schemes (10 pts)	
Dye synthesized (4 pts)	
Fabric dyed (3 pts)	
Crystals Grown (3 pts)	
<b>Total (80 pts)</b>	

**Chemistry 258 Report Grading Rubric** Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Assignment \_\_\_\_\_

Level	Masterful (10/5)	Competent (7/3)	Developmental (4/2)	Comments	Score
<b>Criteria</b>					
<b>Claim</b> <b>(10 pts)</b>  <b>(5 pts)</b>	<p>Writer presents an arguable claim, grounded in deep understanding of the discipline and reflecting critical and original thought.</p> <p>Writer reaches reasonable and interesting conclusions based on claims and evidence</p>	<p>Writer presents an intelligible claim, evidencing basic understanding of the discipline and some critical thought.</p> <p>Writer reaches conclusions that are, for the most part, solid.</p>	<p>Writer presents a shaky or simplistic claim which seems to reflect weak grasp of the discipline.</p> <p>Writer reaches tenuous, illogical, or irrelevant conclusions.</p>		
<b>Evidence</b> <b>(15 pts)</b>  <b>(10 pts)</b>	<p>Writer provides appropriate, relevant evidence, chosen to further claims and establish credibility and evaluated and analyzed according to writer's purpose and context.</p> <p>Writer demonstrates an awareness of disciplinary contributions and synthesizes the ideas of others with his/her own.</p>	<p>Writer provides some evidence that while not fully analyzed is mostly relevant.</p> <p>Writer demonstrates some awareness of disciplinary contributions, although synthesis may be lacking.</p>	<p>Writer provides no evidence, or evidence presented has little to do with the purported claim.</p> <p>Writer offers little or no synthesis of information or research with the writer's own ideas.</p>		
<b>Audience</b> <b>(10 pts)</b>  <b>(5 pts)</b>	<p>Writer constructs and maintains an organizational pattern that facilitates reader understanding of the argument and information presented.</p> <p>Writer employs style and mechanics suited to the genre of academic writing and the specifics of the discipline, including appropriate word choice, usage, and documentation.</p>	<p>Writer constructs an organizational pattern that allows for general understanding, although components of the structure may be weak or ill-sustained.</p> <p>Writer follows the expectations of academic writing, although there may be flaws in diction, usage, or documentation.</p>	<p>Writer constructs a disjointed or flimsy organizational pattern that fails to lead the reader effectively through the text.</p> <p>Writer employs style and mechanics inconsistent with the expectations of academic writing: misuse of diction, poor usage, flawed documentation.</p>		
<b>Figures and Tables</b> <b>(10 pts)</b>	<p>Structures are drawn using a chemical drawing program with correct bond lengths/angles.</p> <p>Tables contain appropriate information and are aesthetically pleasing.</p> <p>Figures are clear and original if possible; reproduced figures are minimal and properly referenced.</p>	<p>Structures have incorrect angles or not well labeled.</p> <p>Tables are not properly formatted (unnecessary spacing, etc.).</p> <p>Figures are not numbered and captioned</p>	<p>Structures not present, hand drawn or not original.</p> <p>Tables do not contain the appropriate information.</p> <p>Figures are not legible or used a screen shot.</p>		