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| --- | --- |
| **Specified Task** | **Point Value** |
| **Scientific Accuracy in Activity** | **5** | **3** | **1** |
| * Activity presents material with an orderly approach
* Questions demonstrate an accurate understanding of the material by the author
 | Meets all criteria at a high level, clear and developed | Meets some criteria, occasionally thin, some lapses in clarity | Meets few criteria, often unclear or undeveloped |
| **Scientific Accuracy in Key** | **10** | **6** | **3** |
| * All questions are addressed with complete, scientifically accurate answers
* Answers demonstrate understanding of the material by the author
 | Meets all criteria at a high level, clear and developed | Meets some criteria, occasionally thin, some lapses in clarity | Meets few criteria, often unclear or undeveloped |
| **Creativity** | **5** | **3** | **1** |
| * Activity presents material in a fun, original way
* Encourages teamwork throughout the activity
 | Meets all criteria at a high level, clear and developed | Meets some criteria, occasionally thin, some lapses in clarity | Meets few criteria, often unclear or undeveloped |
| **Original Work** | **5** | **3** | **1** |
| * Questions and/or activity are original
* Examples and/or practice problems have not been previously used in lecture, homework, or discussion sections
* Activities are not replicas of already published ones available online
 | Meets all criteria at a high level | Meets some criteria, some pieces taken from previously presented material and/or widely published activities | Meets few criteria, most pieces taken from previously presented material and/or widely published activities |
| **Likelihood to Engage Learners** | **5** | **3** | **1** |
| * Is not a simple review of something already taught in lecture
* Engages a student in order for them to learn a new topic
* Questions help lead students to use prior knowledge and apply it in a new situation
 | Meets all criteria at a high level, questions are well-written and engaging | Meets some criteria, some questions act more as a review | Meets few criteria, reads like a review of previous material, not likely to engage students |
| **Overall Clarity of Writing** | **5** | **3** | **1** |
| * Is clear, concise, adequately developed
* Questions clearly convey expectations to the student
* Avoids errors in grammar, punctuation, usage, or spelling
 | Meets all criteria at a high level | Meets some criteria, uneven | Meets few criteria |