

Author Names _____

Reviewer Name _____

Peer Review Scoring Guide for Writing #1

Directions: Scientists rely on peers and colleagues to offer critical feedback so that they may strengthen their work. The scrutiny provided by the scientific community during the peer review process is essential to scientific investigations. This tool will assist you in helping your classmates strengthen the writing for their final posters before the Poster Fair. By providing detailed responses to the questions below and assigning a score, you can provide valuable feedback to your classmates.

1. Are there any guiding questions that were left unanswered or were only partially answered? Explain.

2. Based on what you studied, is there anything missing? Is there any information you would suggest including?

3. Is the conclusion well supported?

4. What scores do you think this writing should earn? Write in or circle the scores for each criterion. Also, circle comments on the rubric that you feel are particularly relevant.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Understanding of Content/Research			
<i>Use of Product: Explanations identify uses of product based on research.</i>			
Detailed and demonstrating a sophisticated understanding. No inaccuracies. Extensive research.	Complete explanations. No clear inaccuracies or misconceptions. Solid research.	Basic explanations are inaccurate or incomplete . Average research.	Missing important information and/or inaccuracies. Little research.
<i>Physical and Chemical Characteristics: Explanations identify the physical and chemical characteristics.</i>			
Clearly identifies both physical and chemical characteristics in detail.	Clearly identifies both physical and chemical characteristics.	Some inaccurate or incomplete physical and chemical characteristics.	Not able to distinguish between physical and chemical characteristics.
<i>Nano vs. Macro Characteristics: Explanations identify characteristics and differences between the nanoproduct and macro-scale. Explanations give underlying reasons for the differences.</i>			
Clearly identifies Nano and Macro characteristics and reasons for the difference in detail.	Clearly identifies Nano and Macro characteristics and reasons for the difference.	Some inaccurate or incomplete identification of Nano and Macro characteristics.	Not able to distinguish between Nano and Macro characteristics.
Thinking and Reasoning: Safety, social, and ethical issues resulting from production or product use.			
Valid and thoughtful with scientific and logical supporting evidence.	Valid but little supporting logic or scientific evidence.	Does not fully support thinking with specific evidence.	No supporting evidence provided.

5. Are there any parts that are confusing to read? Which parts could use some clarification?

6. Are there any parts that don't sound like the authors' own words? Explain what needs to be paraphrased better.

7. What score do you think this writing should earn? Circle the score for the criterion. Also, circle comments on the rubric that you feel are particularly relevant.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Writing Style and Mechanics: Brief summary paragraphs, bulleted lists, text boxes, and tables that highlight <i>key</i> information.			
Concise, clear, and engaging explanations. Paraphrases. Flawless spelling and grammar.	Concise and clear explanations. Paraphrases. Minor errors with spelling and grammar.	Appropriate writing. Paraphrases some. Many errors with spelling and grammar.	Little attention to the writing format. Poor paraphrase. Many errors with spelling and grammar.

Author Names _____

Reviewer Name _____

Peer Review Scoring Guide for Writing #2

Directions: Scientists rely on peers and colleagues to offer critical feedback so that they may strengthen their work. The scrutiny provided by the scientific community during the peer review process is essential to scientific investigations. This tool will assist you in helping your classmates strengthen the writing for their final posters before the Poster Fair. By providing detailed responses to the questions below and assigning a score, you can provide valuable feedback to your classmates.

1. Are there any guiding questions that were left unanswered or were only partially answered? Explain.

2. Based on what you studied, is there anything missing? Is there any information you would suggest including?

3. Is the conclusion well supported?

4. What scores do you think this writing should earn? Write in or circle the scores for each criterion. Also, circle comments on the rubric that you feel are particularly relevant.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Understanding of Content/Research			
<i>Use of Product: Explanations identify uses of product based on research.</i>			
Detailed and demonstrating a sophisticated understanding. No inaccuracies. Extensive research.	Complete explanations. No clear inaccuracies or misconceptions. Solid research.	Basic explanations are inaccurate or incomplete . Average research.	Missing important information and/or inaccuracies. Little research.
<i>Physical and Chemical Characteristics: Explanations identify the physical and chemical characteristics.</i>			
Clearly identifies both physical and chemical characteristics in detail.	Clearly identifies both physical and chemical characteristics.	Some inaccurate or incomplete physical and chemical characteristics.	Not able to distinguish between physical and chemical characteristics.
<i>Nano vs. Macro Characteristics: Explanations identify characteristics and differences between the nanoproduct and macro-scale. Explanations give underlying reasons for the differences.</i>			
Clearly identifies Nano and Macro characteristics and reasons for the difference in detail.	Clearly identifies Nano and Macro characteristics and reasons for the difference.	Some inaccurate or incomplete identification of Nano and Macro characteristics.	Not able to distinguish between Nano and Macro characteristics.
<i>Thinking and Reasoning: Safety, social, and ethical issues resulting from production or product use.</i>			
Valid and thoughtful with scientific and logical supporting evidence .	Valid but little supporting logic or scientific evidence.	Does not fully support thinking with specific evidence.	No supporting evidence provided.

5. Are there any parts that are confusing to read? Which parts could use some clarification?

6. Are there any parts that don't sound like the authors' own words? Explain what needs to be paraphrased better.

7. What score do you think this writing should earn? Circle the score for the criterion. Also, circle comments on the rubric that you feel are particularly relevant.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Writing Style and Mechanics: Brief summary paragraphs, bulleted lists, text boxes, and tables that highlight <i>key</i> information.			
Concise, clear, and engaging explanations. Paraphrases. Flawless spelling and grammar.	Concise and clear explanations. Paraphrases. Minor errors with spelling and grammar.	Appropriate writing. Paraphrases some. Many errors with spelling and grammar.	Little attention to the writing format. Poor paraphrase. Many errors with spelling and grammar.

Author Names _____

Reviewer Name _____

Peer Review Scoring Guide for Visual Layout #1

Directions: In this final project, the visual arrangement is as important as the writing in getting your point across. This tool will assist you in helping your classmates strengthen the layout and organization for their final posters before the Poster Fair. By providing detailed responses to the questions below and assigning a score, you can provide valuable feedback to your classmates.

1. Are the images effective in communicating and illustrating key points? Offer an example to support your opinion.
2. What score would you assign this criterion? Circle the score and provide a rationale.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Graphic Explanations / Images: Images communicate and reinforce concepts.			
Reinforcing important concepts accurately and creatively.	Captures most important concepts . Shows no misunderstanding.	Captures few important concepts/ reflect inaccuracies .	Graphics do not capture important concepts.

3. Is there a logical flow of text, graphics, and images? Explain.
4. Is there an appropriate balance of text, graphics, and images? Too much text is not appropriate for a poster. However, too many pictures and not enough text may indicate a lack of information.
5. Is there an appropriate amount of margins and space between sections? Too little space may make the poster look messy. Too much space may indicate a lack of information.

6. What score would you assign this criterion? Circle the score and provide a rationale.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Organization and Poster components: Gives title, subheadings, writing, and graphic images. Has a flow of information, spacing, balance between text and graphics/images			
Sophisticated organized, neat, balance of text and graphics. Contains all poster components.	Solid organization with good design, layout, and neatness. Appropriate balance of text and images and spacing. Contains all poster components.	Somewhat organized. Some imbalance between text and images. Contains all poster components.	Messy design. Significant imbalance between text and images. Missing some poster components.

7. Do images include a source citation (e.g., Internet site, author, or title)?

8. Are the text citations in APA style? (e.g., author's last name or title)?

9. Is there a separate Works Cited section in APA style?

10. What score would you assign this criterion? Circle the score and provide a rationale.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Citations: Citations on all sources including text and images			
All text and images.	All but one or two text and images.	More than two graphic text or images.	Provides minimal citations.

Author Names _____

Reviewer Name _____

Peer Review Scoring Guide for Visual Layout #2

Directions: In this final project, the visual arrangement is as important as the writing in getting your point across. This tool will assist you in helping your classmates strengthen the layout and organization for their final posters before the Poster Fair. By providing detailed responses to the questions below and assigning a score, you can provide valuable feedback to your classmates.

1. Are the images effective in communicating and illustrating key points? Offer an example to support your opinion.

2. What score would you assign this criterion? Circle the score and provide a rationale.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Graphic Explanations / Images: Images communicate and reinforce concepts.			
Reinforcing important concepts accurately and creatively.	Captures most important concepts. Shows no misunderstanding.	Captures few important concepts/ reflect inaccuracies.	Graphics do not capture important concepts.

3. Is there a logical flow of text, graphics, and images? Explain.

4. Is there an appropriate balance of text, graphics, and images? Too much text is not appropriate for a poster. However, too many pictures and not enough text may indicate a lack of information.

5. Is there an appropriate amount of margins and space between sections? Too little space may make the poster look messy. Too much space may indicate a lack of information.

6. What score would you assign this criterion? Circle the score and provide a rationale.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Organization and Poster components: Gives title, subheadings, writing, and graphic images. Has a flow of information, spacing, balance between text and graphics/images			
Sophisticated organized, neat, balance of text and graphics. Contains all poster components.	Solid organization with good design, layout, and neatness. Appropriate balance of text and images and spacing. Contains all poster components.	Somewhat organized. Some imbalance between text and images. Contains all poster components.	Messy design. Significant imbalance between text and images. Missing some poster components.

7. Do images include a source citation (e.g., Internet site, author, or title)?

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9. Is there a separate Works Cited section in APA style?

10. What score would you assign this criterion? Circle the score and provide a rationale.

Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Citations: Citations on all sources including text and images			
All text and images.	All but one or two text and images.	More than two graphic text or images.	Provides minimal citations.

Poster Fair Impressions

Directions: After the Poster Fair, you and your classmates will engage in a discussion about: 1) why nanoscience research and technology is important, and 2) whether or not further nanoscale research and technology is important for the public good. You will use information that you gather during the Poster Fair about three different nano products (other than your own) as evidence to support your position. To prepare for this class discussion, use the table below to jot down notes for three nanoproducts you learned about at the Poster Fair.

Nanoproduct <ul style="list-style-type: none"> • <i>What is it?</i> • <i>What does it do?</i> • <i>How is it used?</i> • <i>How is it produced?</i> 	For the Public Good <ul style="list-style-type: none"> • <i>What benefits does it offer?</i> • <i>What problems does it help to solve?</i> • <i>Why is it in the public's best interest to support/use this nanoproduct?</i> 	Concerns about the Nanoproduct <ul style="list-style-type: none"> • <i>Are there any safety concerns, economic setbacks, ethical, or social implications resulting from the product, its use, or production process? What are they?</i> • <i>What additional information/research is needed to determine if these concerns may outweigh the product's potential benefits to the public?</i>
<p>1.</p>		

Nanoproduct	For the Public Good	Concerns about the Nanoproduct
2.		
3.		