Student Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Items used in project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Objective | Points | Student checklist | Teacher comments |
| 1. Orally described the chemical reaction in terms of the reactant and products. | 6 |  |  |
| 2. Chemical reaction formula and type of reaction is easy to read and is well displayed. | 7 |  |  |
| 3. Able to orally describe the product or the process of the reaction. | 6 |  |  |
| 4. Artist’s statement includes answers to all questions. | 15 |  |  |
| 5. Artist statement is well displayed and easy to read | 6 |  |  |
| 6. The petri dish can be seen nowhere in the chemoscan. | 6 |  |  |
| 7. Orally described how the design of the chemoscan changed during the design. | 7 |  |  |
| 8. Orally discussed future efforts in chemoscan creation or entered your image into a contest. | 6 |  |  |
| 9. Catchy title is easily visible. | 6 |  |  |
| 10. Artist statement was organized and clearly presented. | 15 |  |  |
| 11. Grammar and spelling are correct. | 10 |  |  |
| 14. Displayed your chemoscan and artist statement on time. | 10 |  |  |

Total points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 100 points