

Figure 3. Student and Peer Checklist

Grows <i>Areas that Could Use Work</i>	Criteria Description reflecting achievement of mastery level of performance	Grows <i>Evidence of Exceeding Standards</i>
	Introduction ☐ Site location/physical features ☐ Biome; found using Bioviewer	
	Background Information ☐ What phenomenon are the scientists researching (What are they trying to find out? Why was this citizen science project started?) ☐ Discuss the research team: who are they? ☐ Represented institutions? ☐ Results so far? ☐ How much progress has been made? ☐ How does this project connect to a disciplinary core idea and a cross cutting concept? (Teacher will need to identify and discuss these with students prior to assigning project. Sample ones are given in Figure 6.)	
	Study Design ☐ Description of citizen science project (what are citizens being asked to do?) ☐ Description of how photographs were analyzed by your group ☐ Screenshot of study	
	Data Collected ☐ How many pictures analyzed ☐ Data collected from each picture ☐ Example image included with caption	

	Data Analysis and Interpretation ☐ Data transformed in a way that matches question ☐ Identify trends, etc. ☐ Data Table included with caption ☐ Data Table appropriately labeled	
	Research Question ☐ What question does your team have about the data? ☐ How does your question tie to a disciplinary core idea and/or a cross cutting concept? (Teacher will need to identify and discuss these with students prior to assigning project. Sample ones are given in Figure 6.)	
	Results (graph) ☐ Results displayed appropriately (bar or line graph, etc.) ☐ Graph contains all elements to clearly read (labels, title, etc.) with caption	
	Discussion ☐ Explains what results mean in terms of disciplinary core idea explored (Teacher will need to identify and discuss these with students prior to assigning project. Sample ones are given in Figure 6.) ☐ Ties results to at least one cross cutting concept (Teacher will need to identify and discuss these with students prior to assigning project. Sample ones are given in Figure 6.) ☐ Ties results to site location, physical features, or biome. ☐ Ties results to overall goal of citizen science project	

	Academic Language Usage ☐ Scientific vocabulary used correctly throughout poster ☐ Discourse used throughout poster is formal and scientific. ☐ Informal language is not used. ☐ Disciplinary core idea is identified, and justification is provided. (Teacher will need to identify and discuss these with students prior to assigning project. Sample ones are given in Figure 6.) ☐ Cross cutting concept is identified, and justification is provided. (Teacher will need to identify and discuss these with students prior to assigning project. Sample ones are given in Figure 6.) ☐ Discourse is technical yet concise in regard to: ☐ Data Collection ☐ Data Analysis ☐ Data Interpretation ☐ Syntax of poster matches that of scientific research poster. ☐ Syntax of data tables are correct. ☐ Conclusion ties back to disciplinary core idea and cross cutting concept. (Teacher will need to identify and discuss these with students prior to assigning project. Sample ones are given in Figure 6.)	
	Reference ☐ Citation is given for citizen science project	
	Reflection ☐ Turned in with poster ☐ What did I learn? ☐ What questions do I have now?	

	Poster Development ☐ Clear, concise writing ☐ Graphics in focus and relevant ☐ Poster had been proofed and little to no mistakes appear	
Unacceptable	Acceptable	Target

Total Score: _____

Additional Comments:

**adapted from Fluckiger(2010) & Mertler(2001)*