

**CHEM-E4115 - Computational Chemistry I**  
**General text evaluation criteria**

This table is adapted from general essay evaluation guidelines and its purpose is to aid in writing and learning to write professional text, as well as make the assignment grading transparent.

Notably, in science and engineering related text, the factual content, and its accuracy, as well as, understanding of the topic and clarity form the main basis of the quality of the text written.

	<b>Exceptionally well done</b>	<b>Well done</b>	<b>Pass</b>	<b>Fail</b>
<b>Focus: Purpose</b>	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
<b>Main idea</b>	Clearly presents a main idea (the topic) and supports it throughout the paper.	There is a main idea (topic) supported throughout most of the text.	Vague sense of a main idea (topic), weakly supported throughout the text.	No main idea
<b>Organization: Overall</b>	Well-planned and well-thought out. Includes title, introduction, statements covering the focus areas of the topic, transitions and conclusion.	Good overall organization, covers the topic, includes the main organization.	There is a sense of organization, mostly on topic, although part of organization is weakly present or missing	No sense of organization
<b>Organization: Paragraphs</b>	All paragraphs show understanding of the topic, are supported with examples and have smooth transitions.	Most paragraphs show understanding, are supported with some examples and have transitions.	Some paragraphs show understanding, support from examples may be missing and transitions are weak.	Paragraphs lack understanding.
<b>Content</b>	Exceptionally well-presented and accurate content; detailed, well-developed facts and context, as well as very relevant examples and specific details.	Well-presented and accurate content; detailed facts and context, as well as, good examples and specific details.	Content is mostly accurate; facts are present but some parts may be unclear or missing; some example level evidence of understanding, but usually of a generalized nature.	Content is inaccurate or outright wrong. Examples, if present, do not connect.
<b>References and scientific formality (if assignment includes these)</b>	Sources are exceptionally well-integrated and they support claims made in the text very effectively. Citations used appropriately according to some systematic citation style.	Sources are well integrated and support the claims in the text. There may be occasional errors, but mostly some systematic citation style followed.	Sources support some claims made in the text, but might not be integrated. Citations not correctly used or not following a standard citation style.	The text does not base argumentation on research or the sources are not relevant or good quality. Citations are not used correctly or listed appropriately.
<b>Details and Examples</b>	Accurate, relevant examples and details presented when relevant.	Some accurate, relevant examples and details presented. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples that may be off the point and little description.	No use of examples and no details.
<b>Grammar and text flow</b>	Excellent grammar, spelling, text flow, syntax and punctuation.	Some errors in grammar, spelling, syntax and punctuation, but not many. Some context jumps in text.	Significant errors, parts of text are difficult to understand. Could also be a sign of hurry in finalization or lack of proofreading.	Continuous errors. Content difficult to understand.