



Scientific Primer Review Criteria Rubric

Note: Each section (1 & 2) carries equal weight. Sub-scores per section will be averaged for a final score.

Section 1. Organization, topic, and author preparedness

	Does not adequately address criteria (1)	Addresses criteria with substantial weakness (2)	Adequately addresses criteria (3)	Strongly addresses criteria (4)	Exceeds expectations in addressing criteria (5)
Quality and Organization	The proposal is not well-written and/or lacks detail, organization, or focus in ways that suggest the presentation would be poor.	The proposal is not well-written and/or lacks detail, organization, or focus in ways that suggest the presentation may be weak or inaccessible to many attendees.	The proposal is adequately written, with sufficient detail, organization, and focus to suggest a presentation of moderate quality that would be accessible to many attendees.	The proposal is well written, with mostly clear, detailed, and relevant descriptions, suggesting a smooth and in-depth presentation that would be accessible to most attendees.	The proposal is very well-written, with unflinchingly clear, detailed, and relevant descriptions, suggesting a high-quality, professional presentation.
Topic of interest to educators	The topic is not current and/or lacks importance or appropriateness to the biology educators. It does not appear to be of value or a worthwhile session for ASMCUE attendees. Attendees	The topic is only tangentially related to the field and is not current or important to the field and/or to the potential audience. It may not be a worthwhile session, or its value	The topic may not be current, but it is relevant to the field and potential audience. It might be a worthwhile session for some ASMCUE attendees. Attendees may gain new knowledge and insights.	Topic is current, important, and appropriate to the field and potential audience. It appears to be a worthwhile session. Likely to be a worthwhile session, possibly for multiple groups.	The topic is clearly aligned to the needs of the ASMCUE audience, groundbreaking, or significant to the field and potential audience. Likely to be a very worthwhile session for multiple groups.

	are unlikely to gain new knowledge or insights.	might be limited to a narrow group.		Attendees are very likely to gain knowledge of current molecular biology techniques.
Author readiness for ASMCUE	The author(s) do not show any evidence that they have the background in education and career trajectory that would benefit from attending ASMCUE.		The author(s) partially show evidence that they have the background in education and career trajectory that would benefit from attending ASMCUE.	The author(s) show very clear evidence that they have the background in education and career trajectory that would benefit from attending ASMCUE.

Section 2. Attendee Experience

Format & Timing of Session	The length, and/or format are inappropriate for the session type or scope of the session.	The proposal may be appropriate for the session type. The length, format, may be inappropriate for the session type.	The length and format are generally appropriate for the session type.	The length and format are appropriate for the session type.	The length and format, are very well-suited for the session type.
Attendee Learning Outcomes	The intended attendee learning outcomes are not stated, cannot be inferred, and/or do not seem likely to be achievable.	The intended attendee learning outcomes are not clearly stated, take effort to infer, and/or might not be achievable, given the format of the session.	The intended attendee learning outcomes may not be stated, but can easily be inferred and seem possible to achieve, given the format of the session.	The intended attendee learning outcomes are stated or clearly implied and seem likely to be achieved, given the format of the session.	The intended attendee learning outcomes are explicitly stated and seem very likely to be achieved in the session.
Attendee Engagement	The proposed method for engaging audience participants is not stated, cannot be inferred, and/or is not appropriate for the session type.	The proposed method for engaging audience participants is not clearly stated, take effort to infer, and/or may not be appropriate for the session type.	The proposed method for engaging audience participants is mostly appropriate for the session type. The use of evidence-driven learning strategies is implied, but not thoroughly described.	The proposed method for engaging audience participants intentional and appropriate for the session type. Evidence-based learning strategies are somewhat described.	The proposed method for engaging audience participants is thoughtful, intentional, and appropriate for the session type. Likely a model of exemplary teaching and learning.