

**BIO 2500**  
**General Botany: Lab Inquiry Project (BLIP)**

**Group:** \_\_\_\_\_  
**Presenters:** \_\_\_\_\_

Criterion	Superior 10 -- 9	Good to Ave. 8 - 7	Deficient 6 - ≤5	Comments:	Score
	Presentation meets most or all criteria for content, organization, and clarity.	Slight omission lacks clarity	Significant lack of content/clarity		
Introduction  Purpose and Hypothesis	<input type="checkbox"/> Defines research topic	<input type="checkbox"/> Defines topic	<input type="checkbox"/> Defines topic		10
	<input type="checkbox"/> Justifies group's research by explaining importance of topic	<input type="checkbox"/> Justifies Res'rch	<input type="checkbox"/> Justifies Res'rch		
	<input type="checkbox"/> Relates topic to prior knowledge (e.g. our botany course)	<input type="checkbox"/> Relates to Prior	<input type="checkbox"/> Relates to Prior		
	<input type="checkbox"/> Presents relevant theory and relates to hypothesis	<input type="checkbox"/> Relevant Theory	<input type="checkbox"/> Relevant Theory		
	<input type="checkbox"/> Factually correct and accurate	<input type="checkbox"/> Factual Accur.	<input type="checkbox"/> Factual Accur.		
	<input type="checkbox"/> Hypothesis clearly stated to set up for "Methods"	<input type="checkbox"/> Hypoth. Stated	<input type="checkbox"/> Hypoth. Stated		
	<input type="checkbox"/> Communication clear, invites audience's attention	<input type="checkbox"/> Communication	<input type="checkbox"/> Communication		
Materials  and Methods	<input type="checkbox"/> Experimental design presented as logical (deductive, "if..then") extension from the hypothesis	<input type="checkbox"/> Design Logic	<input type="checkbox"/> Design Logic		10
	<input type="checkbox"/> Visual and verbal clarity in presenting method, equipment, variables, etc. of the research	<input type="checkbox"/> Clarity of Explan	<input type="checkbox"/> Clarity of Explan		
	<input type="checkbox"/> Explains statistical method used to analyze data; "Results" later	<input type="checkbox"/> Statistic Method	<input type="checkbox"/> Statistics		
	<input type="checkbox"/> Factually correct and accurate	<input type="checkbox"/> Factual Accur.	<input type="checkbox"/> Factual Accur.		
	<input type="checkbox"/> Methods prepares us for "Results"	<input type="checkbox"/> Prep for Results	<input type="checkbox"/> Prep for Results		
	<input type="checkbox"/> Communication clear (see above)	<input type="checkbox"/> Communication	<input type="checkbox"/> Communication		
Results  with Statistical Analysis	<input type="checkbox"/> Visually clear charts/tables with appropriate titles or legends	<input type="checkbox"/> Visual Clarity	<input type="checkbox"/> Visual Clarity		10
	<input type="checkbox"/> Data accurately computed	<input type="checkbox"/> Computations	<input type="checkbox"/> Computations		
	<input type="checkbox"/> Statistics (e.g. Mean, t-values) presented in appropriate tables for ease in comparisons; omits raw sample data in favor of statistics	<input type="checkbox"/> Statistics Table	<input type="checkbox"/> Statistics Table		
	<input type="checkbox"/> Correctly and accurately explains where significant differences do (or do not) exist based upon probabilities	<input type="checkbox"/> Statistic Explan.	<input type="checkbox"/> Statistic Explan.		
	<input type="checkbox"/> Communication clear; points to charts and data for clarity	<input type="checkbox"/> Communication	<input type="checkbox"/> Communication		
	<input type="checkbox"/> Summarizes "Results" as preparation for "Discussion"	<input type="checkbox"/> Prep for Discuss	<input type="checkbox"/> Prep for Discuss		
Discussion  and Conclusions	<input type="checkbox"/> Correctly and accurately interprets "Results" in relation to theory	<input type="checkbox"/> Interp. Results	<input type="checkbox"/> Interp. Results		10
	<input type="checkbox"/> Doesn't overstate significance of the "Results" nor depreciate the efforts that were made by group	<input type="checkbox"/> Overstate Result	<input type="checkbox"/> Overstate Result		
	<input type="checkbox"/> Identifies areas where improved experimental design is needed; gives suggestions of future studies	<input type="checkbox"/> Future Work	<input type="checkbox"/> Future Work		
	<input type="checkbox"/> Communication clear; effective use of charts and other visuals	<input type="checkbox"/> Communication	<input type="checkbox"/> Communication		
Abstract	<input type="checkbox"/> Format acceptable; title, authors	<input type="checkbox"/> Format	<input type="checkbox"/> Format		10
	<input type="checkbox"/> Contains essential scient. content: Premise, methods, results, conclusion	<input type="checkbox"/> Content	<input type="checkbox"/> Content		
	<input type="checkbox"/> Grammatically correct	<input type="checkbox"/> Grammar	<input type="checkbox"/> Grammar		
<b>Total Points</b>	Note: Attendance points (10) will be awarded at the end of the BLIP Symposium Individual Participation Points out of 10 (Manual, Ex. 15) should be agreed upon by group discussion and reported to me by e-mail				50
<b>Percent</b>	Letter grades based on scale provided in BIO 2500 Syllabus (e.g. A = 100 to 92%, etc.)				100%