

ACM Inroads Magazine Reviewer Scorecard

Manuscript ID Number:
Title of Article:
Date of Review:
REVIEW
<p>The reviewer <u>must</u> complete all sections, including text justifications.</p> <p>A scale of 1 - 4 is interpreted as: 1 = lowest score; 4 = highest score</p>
<p>How <i>Original</i> is the content? [Explanation: A magazine article does not have to contain completely original material. However, authors must not plagiarize material.]</p> <p>Score (1=Low to 4=High): _____</p> <p>Justification:</p>
<p>How <i>Engaging</i> is the submission? [Explanation: Does the article draw the reader into the topic? Is the article lively?]</p> <p>Score (1=Low to 4=High): _____</p> <p>Justification:</p>
<p>How <i>Thought Provoking</i> is the submission?</p> <p>Score (1=Low to 4=High): _____</p> <p>Justification:</p>
<p>How would you rate the quantity and quality of <i>Relevant Images</i> used to enhance the magazine article? [Explanation: High quality images are a definite expectation for a magazine article.]</p> <p>Score (1=Low to 4=High): _____</p> <p>Justification:</p>

How *Focused* is the submission towards the mission of *ACM Inroads* magazine?
[See byline below.]

Score (1=Low to 4=High): _____

Justification:

How *Technically Correct* is the submission?

Score (1=Low to 4=High): _____

Justification:

How would you rate the *Quality of the Exposition* of the submission?
[Explanation: Grammar, spelling, sentence structure, logical flow of thoughts must be correct and coherent.]

Score (1=Low to 4=High): _____

Justification:

Additional *Comments* to the author:

ACM Inroads Byline

ACM Inroads is a magazine intended for professionals interested in advancing computing education in the world. Authors represent an international community of scholars who reflect and contribute to the computing profession. In addition to invited editorials and columns, authors may contribute to technical papers in standard or extended formats, bits-and-bytes, letters to the editor, and other peripheral information affecting computing educational communities. The focus of the publication is to generate new "inroads" in theory and practice affecting a worldwide community of computing educators that fosters dialogue, cooperation, and collaboration.

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