

Name _____

Date _____

Period _____

Lab _____

_____/ 3

Title for lab
Name & date is on lab

_____/ 3

1. **Problem/Purpose**

- Have proper heading that stands out (numbered, underlined, bolded, italicized, etc.).
- In the form of a question.
- Proper punctuation, sentence structure.

_____/ 6

2. **Background Knowledge**

- Have proper heading that stands out (numbered, underlined, bolded, italicized, etc.).
- Give appropriate research/background info relative to the problem.
- Complete sentences/paragraph form.
- *Identify control.*
- *Identify independent variable.*
- *Identify dependent variable.*

_____/ 4

3. **Hypothesis**

- Have proper heading that stands out (numbered, underlined, bolded, italicized, etc.).
- Statement predicting outcome of the experiment.
- Is in an “If... then... because...” statement.
- Proper punctuation, sentence structure.

_____/ 3

4. **Materials**

- Have proper heading that stands out (numbered, underlined, bolded, italicized, etc.).
- In list format (prefer bulleted)
- Lists all necessary materials

_____/ 5

5. **Procedures**

- Have proper heading that stands out (numbered, underlined, bolded, italicized, etc.).
- Steps are numbered.
- Steps are in complete sentences.
- Steps follow a logical progression/order.
- Complete detail (somebody could read this and do the lab properly).

____/ 16

6. **Data Collection & Observations**

- Have proper heading that stands out (numbered, underlined, bolded, italicized, etc.).
- Chart/Table & Graph are in correct place (or it is noted if they are attached).

Chart/Table:

- Title at top
- Appropriate headings for columns
- Units are identified
- Straight lines/Neatness
- Data appropriately filled in
- Any calculations (ex: averages) made correctly

Graph:

- Title at top
- X axis—appropriate headings and labels
- Y axis—appropriate headings and labels
- Y axis starts at 0, goes up by even increments
- Units are identified
- Straight lines/Neatness
- Data appropriately filled in
- Proper type of graph

____/ 10

7. **Data Analysis**

- In paragraph form, proper writing procedures.
- Trends/Averages/Key data points, etc. are identified
- Identify relationship between variables.
- Correlation/Causation (ex: Did “A” cause “B”?).
- Sources of error (and solution)

____/ 12

8. **Conclusions**

- In paragraph form, proper writing procedures.
 - Introductory/Topic sentence reflects back to Problem/Purpose.
 - Restate hypothesis.
 - Accept/Reject Hypothesis
 - Data support of why hypothesis was accepted/rejected.
 - What learned? Current applications? Future research?
-

____/ 5

Organization

- All steps listed in order
- Lab report is in neat, easy to read format

____/ 5

Proper writing

- Spelling and grammar errors do not detract from the lab report.
- Proper paragraph form and structure when needed (observations, conclusions).
- Appropriate level of details to inform reader.

____/ 5

Overall T.A.F.E (teacher award for excellence!)

- 5 = excellent
 - 4 = very good
 - 3 = average
 - 2 = below average
 - 1 = come see me for extra help so we can get this figured out!
-

____/ 75

Final Score

Directions for Using the Lab Report Scoring Guide:

- Circle bullet points that are lacking, makes it easy for student to identify areas needing improvement.
- Half-points may be taken off for areas lacking in quality, specificity.
- Comments can be made off to the side to explain point deductions or point out areas of excellent performance.
- All steps on first page are done prior to the experiment (lab set up); steps done after the experiment is conducted can be found on the 2nd page.
- Subjective ratings for overall quality then make up the last portion, with area for comments to justify those ratings.

Advantages of this Scoring Guide:

- All science classes in grades 6-12 follow the same general format.
- Students get scoring guide in advance; serves as a guide for proper steps and items required underneath those steps.
- ½ point deductions allow for pointing out areas lacking in quality or specificity.
- Has areas for comments for each section and/or bullet point.
- Speeds up the grading process.
- Is much more user-friendly for students than a rubric.
- Areas for improvement are easily identified for students.
- Allows for flexibility between teachers/classes/grade levels (teachers can customize to their needs while still all grade levels following the same basic format).