**Lab Report Rubric**

Score: /44 =

*Use this rubric as a “checklist” to make sure that you are completing all components of a good lab report.*

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| --- | --- | --- | --- | --- |
| **Component**  **(x weight)** | **You Got This! (4)** | **Getting There… (3)** | **Needs Work. (2)** | **Where Is It? (1)** |
| **Title (x1)** | □ Title uses both dependent and independent variables to explain what was studied  □ Title page is given its own page  □ Title page includes student name, subject & period, teacher name, and date | □ One of the three “You Got This!” indicators is missing or incorrect | □ Two of the three “You Got This!” indicators are missing or incorrect | □ This component is incomplete or inaccurate. |
| **Introduction (x2)** | □ Problem statement is provided  □ Problem statement is relevant to the experiment  □ Research is complete and relevant to the experiment  □ Research is scientifically accurate  □ Hypothesis is stated as an *if… then… because...* statement | □ Problem statement is provided  □ Problem statement is mostly relevant to the experiment  □ Some research may not be complete or relevant to the experiment  □ Research has some scientific inaccuracies  □ Hypothesis is stated as an *if… then… because...* statement | □ Problem statement is not provided  □ Problem statement is not relevant to the experiment, or is not stated  □ Some research may not be complete or relevant to the experiment  □ Research is not scientifically accurate  □ Hypothesis is not stated as an *if… then… because...* statement | □ This component is incomplete or inaccurate. |
| **Materials (x1)** | □ All relevant materials are listed  □ Measurements and details are given for all materials | □ Most relevant materials are listed  □ Measurements and details are given for most materials | □ Several relevant materials are missing  □ Measurements and details are missing for most materials | □ This component is incomplete or inaccurate. |
| **Procedure (x1)** | □ Includes all information needed to test the hypothesis  □ Includes all relevant measurements and details  □ Procedure is written in paragraph form | □ Includes most of the information needed to test the hypothesis  □ Includes some relevant measurements and details  □ Procedure is partially written in paragraph form | □ Procedure is too incomplete to properly test the hypothesis  □ Measurements and details are missing  □ Procedure is not written in paragraph form | □ This component is incomplete or inaccurate. |
| **Data (x2)** | □ Qualitative data is presented thorough description of any color changes and/or non-changes  □ Qualitative data is presented thorough detailed, labeled “before and after” drawings of the experimental setup  □ Observations are complete and accurate | □ Qualitative data is presented through brief description of any color changes and/or non-changes  □ Qualitative data is presented thorough “before and after” drawings of the experimental setup, but details and/or labels are insufficient  □ Observations are mostly complete and accurate | □ Qualitative data is presented through description of either color changes or non-changes, but not both  □ Qualitative data is presented thorough “before and after” drawings of the experimental setup, but details and/or labels are missing  □ Observations are not complete and/or not accurate | □ This component is incomplete or inaccurate. |
| **Component**  **(x weight)** | **You Got This! (4)** | **Getting There… (3)** | **Needs Work. (2)** | **Where Is It? (1)** |
| **Conclusion (x2)** | □ Problem statement is restated  □ Hypothesis is restated  □ Data is thoroughly analyzed by discussion of what the color changes and/or non-changes indicate  □ Justification is given for acceptance or rejection of the hypothesis based on evidence from the data combined with background knowledge  □ Student refers extensively to background information to justify their conclusion | □ Problem statement is restated  □ Hypothesis is restated  □ Data is analyzed by discussion of what the color changes and/or non-changes indicate  □ Justification for acceptance or rejection of the hypothesis is based on limited evidence  □ Data from multiple trials is compared, but no mention is made of the validity of the results  □ Student makes passing reference to background information to justify their conclusion | □ Problem statement is not restated  □ Hypothesis is not restated  □ Data is not analyzed by discussion of what the color changes and/or non-changes indicate  □ No use of evidence from the data is used to justify the acceptance or rejection of the hypothesis  □ Data from multiple trials is not be compared  □ Student does not refer to background information to justify their conclusion | □ This component is incomplete or inaccurate. |
| **Scientific**  **Presentation (x1)** | □ Lab report is typed  *All of the following are correct:*  □ Times New Roman or Arial font  □ 12 pt. font  □ 1 inch margins  □ All components are in the correct order | □ Lab report is typed  *One of the following is incorrect:*  □ Times New Roman or Arial font  □ 12 pt. font  □ 1 inch margins  □ All components are in the correct order | □ Lab report is typed  *Two of the following are incorrect:*  □ Times New Roman or Arial font  □ 12 pt. font  □ 1 inch margins  □ Some components are out of order | □ This component is incomplete or inaccurate. |
| **Spelling,**  **Grammar, &**  **Punctuation (x1)** | □ Spelling is correct  □ Grammar is correct  □ Punctuation is correct | □ Minor errors in spelling  □ Minor errors in grammar  □ Minor errors in punctuation | □ Major errors in spelling  □ Major errors in grammar  □ Major errors in punctuation | □ This component is incomplete or inaccurate. |