Name:

Date:

Block:

**NHS 9th Grade Lab Report Rubric**

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| --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Exemplary** |
| **Title** | Does not relate to the lab purpose.  (1) | Relates to the lab purpose but is missing descriptive language or has grammatical errors. (2.5) | Descriptive, relates to the purpose of the lab. Centered in 12 font.  (5) |
| **Introduction** | The purpose of the lab is missing or incorrect. There is little to no discussion of the importance of the lab or the discussion is missing several components of an “exemplary” introduction. (5) | The purpose of the lab is included. There are some connections to the curriculum or main ideas related to the lab, but some are missing.  (8) | Starts with a clear statement of the purpose of the lab. Conveys importance of the lab by including all relevant information included in class so that anyone reading the lab could understand the results and conclusion.  (15) |
| **Experimental Design** | Hypothesis or variables are missing.  (5) | States a hypothesis but does not include the variables to be tested or is not specific. Variables are incorrectly identified. (8) | Hypothesis is clearly stated. Independent and dependent variables are clearly understood and a control is included.  (15) |
| **Materials** | Multiple materials are missing.  (2.5) | A few materials may be missing, or it is not written as a list. (5) | All materials are included, written as a bulleted list.  (10) |
| **Procedure** | Procedure is unclear or missing steps, and written in phrases instead of clear, concise statements. Procedure is not numbered. (2.5) | Directions in the procedure are unclear or out of order, use of materials is unclear, or directions are not repeatable.  (5) | Directions in the procedure are in clear, concise sentences in numbered steps. Experiment could be easily replicated.  (10) |
| **Results** | Results are incomplete or the table or graph is not included.  (5) | Results are missing from a couple important observations or measurements. Graphs or tables are missing units, titles, labels, or have an incorrect format. (10) | Results are clearly and neatly organized and reported. Titles, labels, and units are correct.  (20) |
| **Conclusion** | Conclusion is very limited or does not fully explain the lab purpose. Significant results are not commented on. No explanation of errors. Discussion questions are partially answered or missing. Importance of the lab is missing or there is a clear misunderstanding of the concept.(5) | Written paragraph that includes evidence supported with data explaining the lab purpose, but missing the “big picture.” Or, the conclusion does not accurately use the data or results to support the data. Or, some discussion questions are incomplete or incorrectly answered. Importance of the lab is vaguely explained.  (10) | The conclusion is a well written paragraph that describes the lab and a logical explanation for the outcome of the lab that is supported by data.   1. State lab purpose and hypothesis 2. Discuss what was done in the lab 3. Use results to discuss the outcome of the lab and answer any conclusion questions 4. Discuss possible sources of error   (20) |
| **Writing/Effort/Overall Presentation** | The lab report does not follow the guidelines for formatting or the data table or graph are illegible. Writing is not neat or typed. Writing is not formal or includes pronouns. There are more than 5 spelling or grammar errors. More effort is needed.  (1) | Presents most sections of the lab in the correct order, one or more sections may not be in the correct order. Headings or title may be missing or incomplete. Some effort is shown. Data tables or graphs are not neat. Writing is neat but report is not typed. Writing could be more formal. There are less than 5 spelling or grammar errors.  (2.5) | Presents sections of the lab in the correct order with correct formatting. Includes correct heading, section headings, and the lab title. Data tables and graphs are neat and legible. Typed. Writing is formal. No pronouns. Correct scientific terms are used. There are no spelling or grammar errors.  (5) |

**Grade:**

**Comments:**