

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Assessment Master 4**

# Lab Report Rubric

**Investigation:** \_\_\_\_\_

Element	Level 1	Level 2	Level 3	Level 4
<b>Title</b>				
1. Provides a title for the investigation.	Fails to include a title.	Includes an inappropriate title.	Includes a title.	Includes a clear and well-formatted title.
<b>State the Problem</b>				
2. Clearly states the question for the investigation.	Writes an inappropriate question.	Writes an unclear question.	Writes a question.	Writes a clear question.
3. States what thinks will happen and why.	Includes an inappropriate prediction.	Provides an appropriate prediction with no reasoning.	Provides an appropriate prediction with some reasoning.	Clearly states an appropriate prediction with clear reasoning.
<b>Describe What to Do</b>				
4. Lists, in a clear order, the steps followed.	Lists some, but not all steps.	Lists the steps, but not in any clear order.	Lists steps in a clear order.	Clearly and concisely lists the steps.
5. Identifies the manipulated and responding variable(s).	Identifies incorrect manipulated and responding variables.	Identifies either incorrect manipulated variable <i>or</i> responding variable(s); the other is correct.	Correctly identifies manipulated and responding variables.	Correctly and clearly identifies manipulated and responding variables.
6. Describes how varied and measured the manipulated variable.	Varies and measures the incorrect variable <i>or</i> fails to provide a description.	Describes only how varies <i>or</i> measures the manipulated variable, not both.	Describes how varies and measures the manipulated variable.	Clearly describes how varies and measures the manipulated variable.
7. Describes how measured the responding variable(s).	Measures the incorrect variable(s) <i>or</i> fails to provide a description.	Describes how measures the responding variable(s) but description is unclear.	Clearly describes how measures the responding variable(s).	Clearly and concisely describes how measures the responding variable(s).
8. Explains how tried to control other factors.	Does not try to keep other factors constant <i>or</i> does not describe a method.	Describes how tried to keep other factors constant, but method did not work and fails to explain how would fix this next time.	Explains suitable method for keeping other factors constant.	Clearly outlines a suitable method for keeping other factors constant.

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(continued)

<b>Element</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>9.</b> Describes any safety concerns and identifies the safety equipment used.	Lists a few safety concerns <i>or</i> pieces of equipment, but not both.	Lists some but not all safety concerns and pieces of equipment.	Describes all safety concerns and equipment.	Clearly describes and explains all safety concerns and equipment.
<b>Describe How You Recorded Data</b>				
<b>10.</b> Compiles and displays data in appropriate format.	Compiles data, but incorrectly, and displays data, but inappropriately.	Either compiles data incorrectly <i>or</i> displays it inappropriately.	Compiles and displays data correctly and appropriately.	Compiles and displays data appropriately and clearly.
<b>11.</b> Includes a summary of observations.	Includes an incomplete <i>or</i> incorrect summary.	Includes an unclear summary.	Includes a complete summary.	Includes a complete, clear, and concise summary.
<b>Note Your Conclusion(s)</b>				
<b>12.</b> Uses experimental evidence in stating major findings and a conclusion.	States findings and a conclusion, but without providing evidence.	Provides evidence for either findings <i>or</i> a conclusion, but not both.	Uses evidence in stating major findings and a conclusion.	Clearly states well-supported findings and a conclusion.
<b>13.</b> Identifies new questions and problems that arise from what was learned.	Identifies one new question <i>or</i> problem, but not both.	Identifies one or more new questions and problems that are inappropriate <i>or</i> identifies only one new question and problem.	Identifies two to three appropriate new questions and problems.	Clearly identifies three or more appropriate new questions and problems.
<b>Report</b>				
<b>14.</b> Communicates in a final report that is clear, complete, and well organized.	Develops a final report that is one of: • clear • complete • well organized	Develops a final report that is two of: • clear • complete • well organized	Develops a clear, complete, and well-organized final report.	Develops a clear, complete, well-organized, and thorough final report.
<b>15.</b> Uses appropriate vocabulary and terminology.	Uses inappropriate vocabulary and terminology.	Uses inappropriate vocabulary <i>or</i> terminology.	Uses appropriate vocabulary and terminology.	Uses appropriate, clear, and correctly spelled vocabulary and terminology.
<b>16.</b> Works to correct spelling and grammar in report.	Develops only one draft, which has many errors in spelling and grammar.	Has a peer or teacher mark errors in spelling and grammar in the first draft, but does not fix them.	Fixes the errors in spelling and grammar marked in the first draft.	Fixes errors in spelling and grammar marked in the first draft, and then has a peer or teacher mark errors in the second draft and fixes them too.