

ASSESSMENT CHECKLIST 1 Designing an Experiment

	Assessment	
	Self	Teacher's
Purpose and Hypothesis		
1. The statement of the problem explains the need for the experiment.	<input type="checkbox"/>	<input type="checkbox"/>
2. The experimental design tests a clearly stated prediction or hypothesis arising from the problem.	<input type="checkbox"/>	<input type="checkbox"/>
Variables		
3. An appropriate independent variable is clearly identified.	<input type="checkbox"/>	<input type="checkbox"/>
4. The plan allows for the independent variable to be controlled and measured accurately.	<input type="checkbox"/>	<input type="checkbox"/>
5. An appropriate dependent variable is clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>
6. The plan allows for the dependent variable to be measured accurately.	<input type="checkbox"/>	<input type="checkbox"/>
7. The experiment includes proper controls.	<input type="checkbox"/>	<input type="checkbox"/>
Procedure		
8. The methods and procedures used in the experiment follow a logical sequence.	<input type="checkbox"/>	<input type="checkbox"/>
9. The experimental procedure is complete and clear enough that another person could carry it out.	<input type="checkbox"/>	<input type="checkbox"/>
10. If appropriate, a neat, fully labelled diagram is included to illustrate the set-up required.	<input type="checkbox"/>	<input type="checkbox"/>
11. An appropriate strategy to use repeated trials and measurements is described.	<input type="checkbox"/>	<input type="checkbox"/>
12. Experimental design includes appropriate safety precautions.	<input type="checkbox"/>	<input type="checkbox"/>
13. Instructions are provided for proper clean-up and disposal of wastes.	<input type="checkbox"/>	<input type="checkbox"/>
14. A complete list of required materials (consumable and non-consumable) is provided.	<input type="checkbox"/>	<input type="checkbox"/>

ASSESSMENT CHECKLIST 1 **Designing an Experiment** (continued)

	Assessment	
	Self	Teacher's
Data Collection		
15. Margin of error is noted, and suggestions for reducing errors are included.	<input type="checkbox"/>	<input type="checkbox"/>
16. Provision is made to collect data in an organized way that makes it easy to read or access (i.e., in charts, graphs, etc.). Spreadsheet and/or graphing software is used as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
Presentation		
17. Appropriate vocabulary, language mechanics, and complete sentences are used.	<input type="checkbox"/>	<input type="checkbox"/>
18. The experimental write-up is neat, presentable, and well organized.	<input type="checkbox"/>	<input type="checkbox"/>