Lab Report Format – Rubric side 01 Name:_____ Peer:_____

I. **Title:** A clear and short declarative statement that identifies the precise reason for doing the investigation and the general approach that will be used. Capitalize the words that aren't prepositions and do not use a period at the end. Ex) Determination of [fill in the purpose of the experiment] by [fill in a short term for your method of analysis].

3	2	1 or 0	Student Grade	Peer Grade	Teacher Grade
Meets all criteria.	Title is a statement, but one or more other required parts are missing.	Title does not follow the specified format or is not listed in index.			

II. **Abstract:** A brief summary of the concept(s) you are investigating (refer to your lecture notes). This is where you discuss the purpose of the experiment, the hypothesis and summarize the experiment (IV, DV, Controls, Results).

4	3	2	1 or 0	Student Grade	Peer Grade	Teacher Grade
Abstract contains reference to all major aspects of carrying out the experiment, contains purpose, hypothesis, the results, well-written	Abstract references most of the major aspects of the experiment, some minor details are missing, contains purpose, hypothesis,	Abstract misses one or more major aspects of carrying out the experiment or the results	Several major aspects of the experiment are missing, student displays a lack of understanding about how to write an abstract missing purpose and/or hypothesis			

III. **Materials:** A **list** of the materials and equipment used in your investigation. When applicable, includes a labeled diagram of the setup used. Double spaced (leave room for added procedures).

4	3	2	1 or 0	Student Grade	Peer Grade	Teacher Grade
All materials listed, spelled correctly and in the right format. All diagrams included and labeled properly.	Formatting is correct, but some materials are either not listed or they are not correct. All diagrams included and labeled properly.	In list format, but no spaces left either between the materials or after. Some materials not listed. Diagrams not included.	Not in list format.			

IV. **Procedure:** A **list** of the steps you followed in your procedure. Your procedure must be complete, accurate and safe. Written BEFORE you begin your lab. Double spaced (leave room for added procedures).

4	3	2	1 or 0	Student Grade	Peer Grade	Teacher Grade
All procedures listed, all experimental details are covered. Detailed diagrams included where needed.	Formatting is correct, important experimental details are covered, some minor details missing.	In list format, but still missing some important experimental details	Not in list format and/or missing several important experimental details, and/or unsafe.			

V. **Data:** This is where raw data is recorded during your investigation. This should be in the form of a table. See below for requirements. Graphs or diagrams, when required, should be included in the data section of the lab report. **Data tables, drawings, mathematical analysis, graphs and diagrams etc.**

4	3	2	1 or 0	Student Grade	Peer Grade	Teacher Grade
All figures, graphs, tables are correctly drawn, are numbered and contain titles/captions. Mathematical analysis is thorough.	All figures, graphs, tables are correctly drawn, but some have minor problems or could still be improved Mathematical analysis is incomplete.	Most figures, graphs, tables OK, some still missing some important or required features	Figures, graphs, tables contain errors or are poorly constructed, have missing titles, captions or numbers, units missing or incorrect, etc.			

Lab Report Format – Rubric side 02

VI. **Sources of Error:** List the types of errors and explain how they entered the lab and influenced your results. Ex) The validity and /or reliability of the results may have been influenced by…

4	3	2	1 or 0	Student Grade	Peer Grade	Teacher Grade
Exceeds the minimum requirements and explains clearly how SOE effect the data.	Explanations are complete, but only includes the minimum (3) number of errors.	Explanations are not complete.	Does not explain how sources effect the data. Mistakes listed NOT sources of error.			

VII. **Conclusion:** Summarize results, draw conclusions from these results, and evaluate them relative to the problem. The conclusion should answer (1) what was found out and (2) how it is known to be true. REFER TO YOUR DATA!!! Refer to your hypothesis! Also include a reflection on how to avoid the sources of error mentioned earlier.

4	3	2	1 or 0	Student Grade	Peer Grade	Teacher Grade
All important trends and data comparisons have been interpreted correctly and discussed, good understanding of results is conveyed. All important conclusions have been clearly made, student shows good understanding. Discussion of relevance to hypothesis & solutions for SOE are thorough.	Almost all of the results have been correctly interpreted and discussed, only minor improvements are needed. All important conclusions have been drawn, could be better stated. Discussion of relevance to hypothesis is seen but could be improved. Discussion of solutions to SOE is seen but could be improved.	Some of the results have been correctly interpreted and discussed; partial but incomplete understanding of results is still evident. Conclusions regarding major points are drawn, but many are misstated, indicating a lack of understanding. No reflection on SOE.	Very incomplete or incorrect interpretation of trends and comparison of data indicating a lack of understanding of results. Conclusions missing or missing the important points.			

VIII. **Format, Spelling Grammar, Sentence Structure:** While this is not English class. It is very important that other scientists be able to read and understand your work.

4	3	2	1 or 0	Student Grade	Peer Grade	Teacher Grade
All grammar/spelling correct and very well-written. All sections in order, well-formatted, very readable. No usage of words such as "I", "my", "you", "your", "we" etc.	Less than 3 grammar/spelling errors, mature, readable style. All sections in order, formatting generally good but could still be improved. Words such as "I", "my", "you", "your", "we" etc. evident in lab report.	Occasional grammar/spelling errors, generally readable with some rough spots in writing style. Sections in order, contains the minimum allowable amount of handwritten copy, formatting is rough but readable	Frequent grammar and/or spelling errors, writing style is rough and immature. Sections out of order, handwriting is not legible or is written in pencil/non-blue/black ink, sloppy formatting. No self grading or peer grading on rubric may result in a zero for this section.			

Analysis Questions: Grading on these will vary depending on the number of questions and the type of question.

REMINDERS: You must fully complete the self grading process on the rubric in addition to the peer grading! You will lose points if you fail to do this.

Please make sure that your lab reports are written in BLUE or BLACK in and nothing is whited out or scribbled over. You may only strike through incorrect information or mistakes with a single line. Note: You MAY use pencil for graphs or diagrams.

Always make sure to place your lab in the index, with the dates you ran the lab and did the analysis, as well as the pages the lab appears on in your lab notebook.