

Lab Reporting Scoring Rubric			
Level			
0	1	2	3
Section 1: What were you trying to explain and why?			
1. The author describes the concept under investigation AND why it is useful or needed.			
Not included	The concept is defined, but not explored in terms of its meaning within the scientific community.	The concept is defined and discussed briefly in terms of its meaning within the scientific community.	The concept is defined and fully discussed in terms of its meaning within the scientific community.
2. The author describes the problem to be solved AND makes the research question and/or goals of the investigation explicit.			
Not included	The specific problem under investigation is stated BUT not discussed.	The specific problem under investigation is stated and discussed briefly.	The specific problem under investigation is stated and discussed in detail.
Section 2: How did you go about your work and why?			
1. The author provides an adequate description of how the investigation was done.			
Not included	<ul style="list-style-type: none"> • Partial Description. • Methods used were poor. • No attempt to reduce error. 	<ul style="list-style-type: none"> • Adequate Description. • Methods used were adequate. • Attempted to reduce error. • Did NOT use appropriate terms such as, experiment or observation to describe the nature of the investigation • Did NOT use key terms such as hypothesis, prediction, and control correctly. 	<ul style="list-style-type: none"> • Adequate Description. • Methods used were adequate. • Attempted to reduce error. • DID use appropriate terms such as, experiment, systematic observation to describe the nature of the investigation • Did use key terms such as hypothesis, prediction, and control correctly.
2. The author provides a meaningful rationale for why the experiment was done in this manner.			
Not included	The author provides minimal or partial rationale for the experiment.	The author provides good rationale for some aspects of the experiment but not all.	The author provides rationale for all aspects of the experiment.

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Section 3: The Argument			
1. The author provided a well-articulated explanation that provides a sufficient answer to the research question.			
Not included	<ul style="list-style-type: none"> The author provides a brief answer to the question that lacks detail. The author does not consider the phenomenon in question. 	<ul style="list-style-type: none"> The author provides an adequate answer to the question BUT it does not include everything that is needed. The author does not provide the reader with insight about the phenomenon. 	The author's explanation is detailed and includes everything that is needed AND the author expressed their ideas clearly and provided the reader with insight about the phenomenon.
2. The author uses genuine evidence to support the explanation and presents the evidence in an appropriate manner.			
Not included	<ul style="list-style-type: none"> The author does NOT present data to support their argument. The author did NOT include correctly formatted diagram(s), graph(s) or table(s). DID NOT use correct units and significant figures. 	<ul style="list-style-type: none"> The author presents data to support their argument. BUT did NOT include correctly formatted diagram(s), graph(s) or table(s). OR DID NOT use correct units and significant figures. 	The author uses data to support their argument AND included correctly formatted diagram(s), graph(s) or table(s) AND correct units and significant figures.
3. The author provides enough evidence to support the explanation AND the evidence is valid and reliable.			
Not included	The author DID NOT support all of their ideas with evidence OR used evidence based on unreliable or invalid data.	The author provides support for all of their ideas using valid and reliable data BUT used only some of the evidence to support each idea.	The author provides support for all of their ideas using valid and reliable data AND uses all of the evidence to support each idea.
4. The author's rationale is sufficient and appropriate.			
Not included	The author explains why the evidence was included OR why the evidence supports the explanation (but not both) BUT the rationale is NOT sound.	The author explains why the evidence was included OR why the evidence supports the explanation (but not both) AND the rationale is sound.	The author explains why the evidence was included AND why the evidence supports the explanation AND the rationale is sound.
5. The author's answer is consistent with what the scientific community accepts and/or with other groups in their lab section.			
The conclusion was inaccurate	There are major flaws in the conclusion and little or no comparison with other groups was made.	<ul style="list-style-type: none"> The conclusion is partially correct, but comparison with other groups was used to explain errors. The conclusion is correct, but no comparison with other groups was included. 	Results were compared in a meaningful way with other groups or with known values. The authors went beyond their own data in looking for an answer to the question.

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Section 4: The Writing			
1. <i>Organization and Sentence Fluency.</i> The writing has a sense of purpose and structure. The author created a sense of rhythm with the sentences and a flow that is enjoyable for the reader.			
Not included	<ul style="list-style-type: none"> • The writing lacks coherence and organization. • The organization of the report is disjointed and is confusing. • The writing is difficult to follow or to read aloud. • Sentences tend to be incomplete, rambling, or very awkward. 	<ul style="list-style-type: none"> • The writing is organized BUT the overall structure of the report is inconsistent or skeletal. • The writing tends to be mechanical rather than fluid. • Occasional awkward sentence constructions may force the reader to slow down or reread. 	<ul style="list-style-type: none"> • The organization of the writing enhances the central idea and its development. • The organization of the report moves the reader through the text • Sentences are carefully crafted, with strong and varied structure.
2. <i>Word Choice.</i> The author used appropriate words to express his or her ideas.			
Not included	<ul style="list-style-type: none"> • The writing shows a limited vocabulary. • There are so many misused words that the meaning is obscured. • The author uses phrases that should not be included in a scientific report such as, it proves it, it's right, or it's correct. 	<ul style="list-style-type: none"> • The author employs a variety of words, producing a sort of "generic" argument filled with familiar words and phrases. • The author did NOT include inappropriate phrases. 	The author employs a broad range of words that have been carefully chosen and thoughtfully placed for impact AND the author did NOT include inappropriate phrases.
3. <i>Conventions.</i> The author used appropriate grammar, spelling, punctuation, paragraphing and capitalization.			
Not included	The author made three or more grammatical, spelling, punctuation, paragraphing or capitalization errors.	The author made one or two grammatical, spelling, punctuation, paragraphing or capitalization errors.	The author used appropriate grammar, spelling, punctuation, paragraphing, and capitalization.