

Name: _____

Period: _____

Lab Writeup Rubric

Assessment Categories	5 = Exceptional (WOW!)	4.3 = Advanced	3.8 = Meets	3.3 = Approaching	3.0 = Beginning
Purpose (S1 C1 PO 1-2)	The purpose of the lab is clearly identified and stated in the form of a testable question and includes both variables.	The purpose of the lab is identified and stated in the form of a testable question and includes both variables.	The purpose of the lab is identified and stated in the form of a testable question.	The purpose of the lab is identified and stated, but not in the form of a testable question.	The purpose of the lab is stated, but is vague and not testable.
Hypothesis (S1 C1 PO 3-4)	Hypothesized relationship between the variables and the predicted results is reasonable (based on what has been studied) and incorporated into a clear, well-written statement. All variables, controls and constants have been properly identified within the statement.	Hypothesized relationship between the variables and the predicted results is reasonable (based on what has been studied) and incorporated into a clear, well-written statement BUT 1 of the following has not been properly identified: variables, control(s) or constant(s)	Hypothesized relationship between the variables and the predicted results is clear and reasonable based on what has been studied but not in proper format. All variables, controls and constants have been properly identified.	Hypothesized relationship between the variables and the predicted results is clear and reasonable based on what has been studied but not in proper format AND 1 of the following has not been properly identified: variables, control(s) or constant(s).	Hypothesized relationship between the variables and the predicted results has been stated, but appears to be based on flawed logic.
Materials (S1 C2 PO 2)	All materials used in the experiment are clearly and accurately described in a column/list format	All materials used in the experiment are clearly and accurately described but not a proper column/list format	Almost all materials and the set up used in the experiment are clearly and accurately described.	Most of the materials and the setup used in the experiment are accurately described.	Many materials are described inaccurately OR are not described at all.
Procedure (S1 C2 PO 3)	Experimental design is a well-constructed test of the stated hypothesis and is numerically listed. A third party can accurately follow and repeat the experimental design with no questions	Experimental design is a well-constructed test of the stated hypothesis and is numerically listed. A third party can follow and repeat the experimental with only a few questions	Experimental design is adequate to test the hypothesis.	Experimental design is relevant to the hypothesis, but is not a complete test, and leaves some unanswered questions.	Experimental design is not relevant to the hypothesis
	All variables are clearly & correctly described with all relevant details, including controls and constants.	All variables are clearly & correctly described with all relevant details BUT does not include controls and constants.	Most variables are clearly & correctly described with all relevant details, including controls and constants.	Most variables are clearly & correctly described with all relevant details BUT does not include controls and constants.	Variables, controls & constants are not correctly identified/described

Data (S1 C2 PO 5 & S1 C4 PO 1-2)	Data is collected in an organized chart/table and includes data titles, units and all trials.	Data is collected in an organized chart/table and includes only 2 of the following: data titles, units and all trials.	Data is collected in an organized chart/table and includes only 1 of the following: data titles, units and all trials.	Data is collected in a chart/table and includes only 1 of the following: data titles, units and all trials.	Data is collected in a chart/table but does not include any of the following: data titles, units and all trials OR data is present but not collected in a chart/table
	Appropriate graph, line or bar is used to communicate results. Graph contains a Title, IV & DV on proper axis, proper axis labels and a relationship that is evident.	Appropriate graph, line or bar is used to communicate results. Graph contains only 3 of the following: Title, IV & DV on proper axis, proper axis labels and a relationship that is evident.	Appropriate graph, line or bar is used to communicate results. Graph contains only 2 of the following: Title, IV & DV on proper axis, proper axis labels and a relationship that is evident.	Data is graphed, although the incorrect graph is used to communicate results. Graph contains only 1 of the following: Title, IV & DV on proper axis, proper axis labels and a relationship that is evident.	Data is graphed, although the incorrect graph is used to communicate results AND/OR graph is missing all details to clearly communicate results.
Analysis (S1 C3 PO 1, PO 4)	Interprets data and explains the reason for the given relationship, using specific examples and details.	Interprets data and explains the reason for the given relationship BUT missing key examples/details.	Interprets data BUT the reason for the given relationship but is too vague.	Mentions the type of relationship but offers no explanation as to why.	Identifies the incorrect type of relationship AND/OR provides an explanation as to why but no relationship.
	Restates the hypothesis and evaluates whether investigational data supports or does not support the proposed hypothesis, along with 3 examples that support the acceptance or rejection of said hypothesis	Restates the hypothesis and evaluates whether investigational data supports or does not support the proposed hypothesis, along with 2 examples that support the acceptance or rejection of said hypothesis	Restates the hypothesis and evaluates whether investigational data supports or does not support the proposed hypothesis, along with 1 example that support the acceptance or rejection of said hypothesis	Restates the hypothesis and evaluates whether investigational data supports or does not support the proposed hypothesis, but does NOT include any examples that support the acceptance or rejection of said hypothesis	Only restates hypothesis OR evaluates whether it is supported or rejected.
Conclusion (S1 C3 PO 2 & PO 7)	2 experimental errors, their possible effects, and ways to reduce errors are discussed.	2 experimental errors, their possible effects and/or ways to reduce errors are NOT discussed.	1 experimental error, its possible effect, and ways to reduce the error is discussed.	1 experimental error and only its possible effect OR ways to reduce the error is discussed.	Experimental errors are mentioned.
	Proposes 2 further investigations, that are realistic and detailed, based on the findings of the experiment to branch/build off of the existing experiment.	Proposes 2 further investigations based on the findings of the experiment to branch/build off of the existing experiment.	Proposes 1 further investigation, that are realistic and detailed, based on the findings of the experiment to branch/build off of the existing experiment.	Proposes 1 further investigation based on the findings of the experiment to branch/build off of the existing experiment.	Proposes further investigation(s) that would not nbranch/build off the existing experiment.
SUBTOTAL:					/ 60
Key Elements:	<input type="checkbox"/> Missing Title Page (-3 pts) <input type="checkbox"/> Table/Graph without a ruler (-3) <input type="checkbox"/> Pencil (-3)			<input type="checkbox"/> Grammar,	
	<input type="checkbox"/> punctuation &/or spelling issues (-5) <input type="checkbox"/> Not neat (-2)			TOTAL: /60	