**Lab Report Rubrics**

**General Rubric:**

|  |  |
| --- | --- |
| **Expert – A- to A+** | The student has successfully reported all aspects of the experiment. The report is written in the appropriate style and they have avoided the use of personal pronouns. The discussions are in depth and reasoning is nuanced and supported by appropriate citations which are reported in the correct manner and fully listed in the reference section. The report is well planned and well developed. All spelling and grammar is correct |
| **Developed – B- to B+** | The student has reported all aspects of the experiment. The report is written in the appropriate style and the student has avoided the use of personal pronouns. The discussions are somewhat advanced but on occasion lack appropriate citations or citations are not reported in the correct manner. Almost all spelling and grammar is correct (1 or fewer errors). |
| **Developing – C- to C+** | The student has reported all aspects of the experiment but has on occasion used personal pronouns (1 or 2 times) and may have made several spelling and grammar mistakes (2 or more). Discussions are simplistic but correct. Citations may not have been used or may have been recorded incorrectly.  |
| **Novice – D- to D+** | The student has failed to report all aspect of the experiment. Personal pronouns are frequently used (3 or more times) and there are several spelling and grammar mistakes (3 or more). The discussions are simplistic and there are no citations. Where citations are used they are incorrectly recorded.  |
| **Unacceptable - F** | The student has failed to hand in the report or there are 3 or more sections missing or incorrectly reported. Personal pronouns are frequently used (4 or more times) and there are multiple spelling and grammar errors (4 or more). Discussions are simplistic and incorrect conclusions may have been drawn. Citations are not used. The lack of citations may raise questions of plagiarism.   |

**Analytic Rubric:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| **Format** | The correct format has been used throughout. The report has been word processed in Times New Roman size 12 font, double spaced.  | The report is mostly in the correct format. 1 or 2 aspects may have been omitted or are in the wrong format.  | The report is not in the correct format. 3 or more formatting errors may have may have been made | The report is displays extremely poor formatting. Subheadings may have been omitted or the report may be lacking a cover page.   | The report was not handed in or it was incomplete to the point where it was unclear that the appropriate formatting was used.  |
| **Writing Style** | The report is written in the appropriate style and the student has avoided using any personal pronouns or informal statements. All spelling and grammar is correct.  | The report is mostly written in an appropriate style. There may be 1 instance of use of personal pronouns, informal prose, or a spelling and grammar error.  | The student occasionally lapsed into a non-report style of writing. There were 2 or more instances of personal pronouns or informal prose, or spelling and grammar errors. | The report demonstrates consistent lapses in style (3 or more times) and may have made several spelling and grammar errors (3 or more) | The report is not written in an appropriate report style. There are consistent lapses throughout (more than 4 times) or it has not been handed in or it is incomplete.  |
| **Content and Structure** | Content is logical and in line with the provided guidelines. No sections have been omitted or left incomplete.  | The student has omitted one section or reported sections may be in the wrong order.  | The student has omitted 2 or more sections or 2 or more sections may be in the wrong order  | The student has omitted 3 or more sections or 3 or more sections may be in the wrong order.  | The report is missing more than 4 sections or the student has failed to hand it in. |
| **Hypothesis** | The hypothesis is well constructed and correctly written, presenting a clear, testable question. | The hypothesis is included but may be stated in a conversational manner or is overly specific or not specific enough.  | The hypothesis is included but is stated in a conversational manner or does not offer a testable question | The hypothesis is written in a conversational manner does not offer a testable question or is incorrectly stated  | The report does not contain a hypothesis. |
| **Introduction** | The introduction is well written providing background information, demonstrating significant research, and a purpose to the experiment. | The introduction is included but lacks complete detail or is simplistic in nature. There is minimal evidence of background research. | The introduction is missing either background information or purpose. Background information may be present but factually flawed. | The introduction fails to adequately provide background information or purpose to the experiment | The introduction is missing or too short to fulfill the requirements.  |
| **Materials, Methods and procedures** | Methods and procedures are clearly stated and all resources are included | Methods are clearly stated but 1 resource or procedure has been omitted | Methods are included but 2 resources or procedures have been omitted | Only the procedures or the resources have been listed. | Methods and procedures are not included |
| **Data Analysis** | All graphs are included. The analysis is clear, correct and the appropriate graphing tools have been used (e.g line graphs) | All graphs are included but the clarity is poor – data may be unclear or hard to read. The appropriate graphing tools have been used.  | Graphs were included but may have lacked vital information such as title or axis labels.  | Graphs were included in diagram form. They lacked scale and precision or the incorrect graphing tools were used (e.g. bar graph instead of line graph.) | No graphs were included or the report was not handed in.  |
| **Discussions and Conclusions** | Discussions and conclusions are all nuanced and accurate. The report shown signs of higher order thinking and is correctly referenced. | Discussions and conclusions are accurate and occasionally nuanced, although mostly simplistic in nature. The report is appropriately referenced.  | Discussions and conclusions are mostly accurate (2 or fewer errors) but entirely simplistic in nature. Citations are appropriately used but may have been reported incorrectly.  | Discussions and conclusions contains multiple factual errors (3 or more) and is simplistic in nature. Citations are missing or incorrectly reported.  | Discussions and conclusions are incomplete or missing. Where present they may be factually incorrect. Citations are not included or incorrectly reported.  |
| **Conceptual Understanding** | The report displays high levels of conceptual understanding which has been applied to the experiment.  | The report shows some level of conceptual understanding and this is mostly applied to the experiment.  | The report shows some level of conceptual understanding but this is not appropriately or only vaguely applied to the experiment.  | The student has displayed some conceptual understanding of scientific principles but may have displayed one or more misconceptions of principles. | The report contains no reference to concepts covered in the experiment or the student has failed to display any understanding.  |
| **Use of Citations** | Citations are used where appropriate and are recorded correctly | The student has made 1 error when reporting citations or has failed to include 1 citation in text.  | The student has on occasion failed to provide citations, supporting statements. Or s/he has made 2 errors in reporting citations.  | Some citations are missing or the student has made 3 or more errors in reporting. | No references or citations have been included.  |

**Holistic Rubric – Report Writing**

|  |  |
| --- | --- |
| **Well-developed Exceptional Report** | Repot is well written in the appropriate report style. It contains all relevant sections and is free from spelling and grammar errors.  |
| **Developed/Adequate Report** | The report is generally well written. It contains all relevant sections but may contain some lapses in report style and/or 1-2 spelling or grammar errors.  |
| **Basic/inadequate Report** | The report may be missing some sections and may occasionally lapses into a conversational writing style utilizing personal pronouns or informal terms. In addition it may contain 3 or more spelling and grammar errors.  |
| **Undeveloped/inadequate Report** | The report is missing some sections and frequently lapses into a conversational writing style using personal pronouns and informal terminology. In addition it may contain 4 or more spelling and grammar errors.  |