CASE

Lab Report Evaluation Rubric

Category	4 points	3 points	2 points	1 point	Teacher Comments
Problem	The purpose of the lab or the question to be answered during the lab is clearly identified and stated concisely.	The purpose of the lab or the question to be answered during the lab is identified, but is stated in an unclear manner.	The purpose of the lab or question to be answered during the lab is partially identified, and is stated in an unclear manner.	The purpose of the lab or the question to be answered during the lab is erroneous or irrelevant.	
Prediction/ Hypothesis	Hypothesized relationship between the variables and the predicted results is clear and reasonable based on what has been studied.	Hypothesized relationship between the variables and the predicted results is reasonable based on general knowledge and observations.	Hypothesized relationship between the variables and the predicted results has been stated, but appears to be based on flawed logic.	No hypothesis or predictions have been stated.	
Materials	All materials and setup used in the experiment are clearly and accurately described.	One or two materials are not listed or described. The setup used in the experiment is clearly and accurately described.	Only one or two of the materials and the setup used in the experiment are accurately described.	Many materials are described inaccurately OR are not described at all. The setup used is not described.	
Procedures **(This section is not scored for structured labs)**	• Procedures are listed in clear steps. • Each step is numbered. • Procedures are detailed enough for someone to repeat exactly what was tested. • Design gives enough of the right kind of data to test the hypothesis and to explain relationships.	• Procedures are listed in a logical order, but steps are not numbered. • Procedures are detailed enough for someone to repeat what was tested. • Design gives enough of the right kind of data to test the hypothesis and to explain relationships.	• Procedures are listed but are not in a logical order or are difficult to follow. • Design is practical and gives enough of the right kind of data to answer the question or test the hypothesis.	• Procedures do not accurately list the steps of the experiment. • Design collects some data, but not enough of the right kind to answer the question or test the hypothesis.	

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Data	• Observations and measurements are recorded carefully, correctly, and note anything unusual (e.g., data that is suspected to be in error). • Data is transformed in ways that clarifies results and highlights patterns and relationships. • Visual displays are organized, logical, precise, and thorough (e.g., a data table) for observations or measurements (including units).	• Observations and measurements are recorded and note anything unusual (e.g., data that is suspected to be in error). • Data is transformed in ways that demonstrates results, patterns, and relationships. • Visual displays are organized and logical (e.g., a data table) for observations or measurements (including units).	• Observations and measurements are recorded. • Data is transformed into displays (i.e. graphs, tables) that demonstrate the results and help analyze them. • Organized display (e.g., a data table) for observations or measurements (including units).	• Allowed some error in data (e.g., use equipment incorrectly, be careless, fail to control important variable). • Data is transformed into displays that are somewhat appropriate and complete but do not help make interpretations. • Somewhat unorganized, inaccurate, incomplete or illogical in the presentation of data; missing units of measurement.	
Analysis of Results	Accurately and descriptively reports results and uses scientific knowledge to correctly discuss and explain relationships.	Reports results and uses scientific knowledge to satisfactorily discuss and explain relationships.	Vaguely reports results and uses elementary scientific knowledge to discuss and explain relationships.	Uses scientific knowledge incorrectly in explanations or explains results without using any scientific knowledge.	
Conclusions	• Critiques the design, procedures, and results; identifies important limitations and sources of error. • Relates conclusions to the question or hypothesis and supports with data.	• Reviews the design, procedures, and results; identifies limitations and sources of error. • Relates conclusions to the question or hypothesis and supports with data.	• Minimal review of the design, procedures, and results; identifies some limitations and sources of error. • Relates conclusions to the question or hypothesis but does not support with data.	• Reviews the investigation but deals with errors and limitations in a trivial or illogical manner. • States conclusions that are not clearly related to the question or hypothesis, or fails to use results for support.	
Grammar and Spelling	• No spelling or grammar mistakes. • Complete sentences are used where appropriate.	• Three to five spelling or grammar mistakes. • Complete sentences are used where appropriate.	• Six to ten spelling or grammar mistakes. • Use of incomplete sentences in procedures.	• More than ten spelling or grammar errors. • Use of incomplete sentences throughout document.	
Teacher Comments					