

# LAB REPORT RUBRIC

	4	3	2	1
<b>Title</b>	Title is stated as a question with correct punctuation and relates directly to topic.	Title is stated as a question with minor error in punctuation and relates directly to topic.	Title is stated as a question with punctuation errors and indirectly relates to topic.	Title is not stated as a question or has several errors in punctuation and indirectly relates to topic.
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<b>Procedure</b>	All procedures are written using complete sentences in order with detailed description of steps so that lab could be repeated reliably.	Some procedures are written using complete sentences in order with detailed description of steps so that lab could be repeated reliably.	Only a few procedures are written using complete sentences in order. Written with limited description of steps so that lab would be difficult to repeat reliably.	Very few procedures are written using complete sentences in order. Written with very limited description of steps so that lab would be impossible to repeat reliably.
<b>Data</b>	All data is presented in a manner that is organized and easy to read. Data includes graphs, charts, tables, measures, etc.	Most data is presented in a manner that is organized and easy to read. Data includes graphs, charts, tables, measures, etc.	Data is present but not well-organized or incomplete.	Data is incomplete, unorganized and confusing to the reader.
<b>Results</b>	Statement of what was observed. Written in an easy to understand manner that ties observations to a conclusion.	States some of what was observed in a manner that ties observations to a conclusion.	States very little of what was observed in a manner that ties observations to a conclusion.	States only a little of what was observed but not in a manner that ties observations to a conclusion.
<b>Analysis</b>	Uses observations, data, vocabulary, and other evidence to create a well-supported statement showing knowledge gained.	Uses some evidence to create a statement showing knowledge gained.	Uses some evidence to create a statement showing knowledge gained.	Uses observations, data, vocabulary, and other evidence to create a well-supported statement showing knowledge gained.
<b>Conclusion</b>	Detailed discussion of all aspects of experiment, results, suggestions, flaws, etc. and links to other relevant science.	Discussion of most aspects of experiment, results, suggestions, flaws, etc. and links to other relevant science.	Discussion of most aspects of experiment, results, suggestions, flaws, etc. but lacking links to other relevant science.	Discussion of some aspects of experiment, results, suggestions, flaws, etc. but lacking links to other relevant science.
<b>Total Score</b>				

# Lab Report Writing Rubric

**Scott C. Dulebohn**

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

## **Lab Report Writing Rubric:**

*The Impact of Rubric Use and Lab Report Performance in Biology Students* Tori Allison Hellmann, 2012 The research topic chosen is related to the use of rubrics and how using a rubric for scoring lab reports might impact student performance on lab reports I also wanted to see if rubric use could improve their knowledge of science content as well I chose this as my topic because for the past 12 years as a science teacher I have noticed inadequacies in student performance on lab reports The students seem to enjoy the lab experiments but when it comes to the lab report there are some obvious deficiencies in lab report writing skills I have also noticed that students do not seem to make connections between the labs and the science content

Rubrics for Assessing Student Achievement in Science Grades K-12 Hays B. Lantz, 2004-02-06 I recommend Rubrics for Assessing Student Achievement in Science Grades K 12 to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria Rubrics for Assessing Student Achievement in Science Grades K 12 is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance

**Science Educator's Guide to Laboratory Assessment** Rodney L. Doran, 2002 The book opens with an up to date discussion of assessment theory research and uses Then comes a wealth of sample assessment activities in biology chemistry physics and Earth science Keyed to the National Science Education Standards the activities include reproducible task sheets and scoring rubrics All are ideal for helping students reflect on their own learning during science lab

Teaching Undergraduate Science Linda C. Hodges, 2023-07-03 This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students lack of engagement and learning The author an experienced scientist faculty member and educational consultant addresses these issues with the knowledge of faculty interests constraints and day to day concerns in mind Drawing from the research on

learning she offers faculty new ways to think about the struggles their science students face. She then provides a range of evidence-based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying. Linda Hodges reviews the various learning problems endemic to teaching science, explains why they are so common and persistent, and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education. Recognizing that faculty have different views about teaching, different comfort levels with alternative teaching approaches, and are often pressed for time, Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices, and then providing a range of strategies to address very specific teaching barriers, whether it be students' motivation, engagement in class, ability to problem solve, their reading comprehension, or laboratory research or writing skills. Except for the first and last chapters, the other chapters in this book stand on their own; i.e., they can be read in any order and address a specific challenge students have in learning and doing science. Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement. Some, for example, can work in a large lecture class without a great expenditure of time; others may require more preparation and a more adventurous approach to teaching. Each strategy is accompanied by a table categorizing its likely impact, how much time it will take in class or out, and how difficult it will be to implement. Like scientific research, teaching works best when faculty start with a goal in mind, plan an approach, building on the literature, use well-tested methodologies, and analyze results for future trials. Linda Hodges' message is that with such intentional thought and a bit of effort, faculty can succeed in helping many more students gain exciting new skills and abilities, whether those students are potential scientists or physicians or entrepreneurs. Her book serves as a mini compendium of current research, as well as a protocol manual, a readily accessible guide to the literature, the best practices known to date, and a framework for thinking about teaching.

*Digital-age Literacy for Teachers* Susan Brooks-Young, 2007. This book provides readings and activities that will support classroom teachers' professional development, provides and teacher preparation instructors as they strive to incorporate twenty-first-century learning tools and skills into daily practice.

**Best Ideas for Teaching with Technology** Justin Reich, Tom Daccord, 2015-02-18. This practical how-to guide makes it easy for teachers to incorporate the latest technology in their classes. Employing an informal workshop approach, the book avoids technical jargon and pays special attention to the needs of teachers who are expanding the use of computers in their classrooms. The authors focus on what teachers do and how they can do it better and provide a wide variety of proven tools, tips, and methods for enhancing these activities with technology. *Best Ideas for Teaching with Technology* provides extensively illustrated tutorials for a wide variety of software, online tools, and teaching techniques. It covers everything from lesson plans to time management, how to show animation, blogging, podcasts, laptop strategies, and much, much more. In addition, periodic updates to the text will be available on the authors' website.

*The Use of Biology*

*Laboratory Report Writing and Rubric Assessment to Improve Student Scientific Process Skills and Content Understanding* Catherine K. Howlett, 2004      *Does Peer Review Improve Lab Report Quality in High School Science Students?* Melanie S. Acker, 2011 My students are for the most part potentially very good writers However when I get these students their lab report writing skills are quite limited and therefore are very poor Focus for doing labs thus far in their science career has been how well they can perform the lab from verbal instructions not written instructions The students have a difficult time reading and understanding what the protocol wants them to do and they have an even more difficult time explaining what they performed during the lab activity in a lab report This project investigated how well the students discussed their course of action after performing the lab activity in a written report The students were given written lab protocols and were expected to follow the procedure and make observations along the way The labs were all completed in one 45 minute class period The students were then given one day in class to work on their lab report following the lab report rubric Appendix A Data collection for this project not only included lab report writing but what the students comfort levels were in different elements of the lab how well they reviewed their own work how well they reviewed other peer s work and how they felt about the whole lab report writing process throughout the year Several teachers were also asked to evaluate how well these particular students processed and followed directions in their classrooms as well The results indicated that by implementing a peer review session into the lab report writing process the report score significantly improved The students who struggled at the beginning of the process were now completing quality lab reports in half the time and the peer review rubrics were being scored with the highest marks Because of these positive outcomes I know that peer review is an integral part of the learning process to produce quality lab reports and I will continue to conduct this practice in my classroom in years to come

Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities Blankenship, Rebecca J., Wiltsher, Cheree Y., Moton, Brandon A., 2022-06-24 Faculty learning communities are a fairly new ideology that is gaining traction among educators and institutions These communities have numerous benefits on professional development such as enhancing educator preparedness and learning The possibilities of these communities are endless however further study is required to understand how these learning communities work and the best practices and challenges they face Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities shares the experiences and research related to the enhanced professional development received by university faculty and staff participating in a series of collaborative faculty learning communities The book using qualitative quantitative and mixed methodologies considers educator experiences as participants in the faculty learning communities what they learned and how they applied and implemented best practices in their courses Covering topics such as curricula course design and rubrics this reference book is ideal for administrators higher education professionals program developers program directors researchers academicians scholars practitioners instructors and students      **Student Assessment** Debra J.

Dirksen,2013-11-01 When playing video games players are able to press the reset button when something goes wrong and realize they are missing an essential skill needed to win the game In education we can use formative assessment as a means for the student to press the virtual reset button Educators can ensure that students gain the skills needed to be successful learners in their classroom In this book the author provides strategies and techniques such as the use of graphic organizers quick writes and journaling to be used as formative assessments Specific information about each tool and recommendations for data analysis and implementation are provided helping teachers to implement formative assessment effectively and efficiently and allow their students to preset the reset button and master the skills they need to be successful in the classroom **Honors in Practice** ,2009 **Holt Biology Resource File** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2004 **Developing Student Expertise and Community: Lessons from How People Learn** Anthony J. Petrosino,Taylor Martin,2007-02-09 From the Editors This issue of New Directions for Teaching and Learning pre sents research from a collaboration between learning scientists assessment experts learning technologists and domain experts as part of a project with the vision of transforming education specifically in bioengineering but eventually in all fields to produce adaptive expertise in students This research is based on the model proposed in the National Research Council book How People Learn This model proposes a sequence of learning activities drawn from learning research that are designed to maximize the degree to which students understand and can use what they learn in meeting discipline based challenges The chapters in this volume illustrate how learning scientists assessment experts learning technologists and domain experts can work together in an integrated effort to develop learning environments centered on challenge based instruction with major support from technology While the strategies and research illustrated in these chapters were developed in one discipline engineering they are applicable across disciplines that have as their goal helping students learn to think about the process of problem solving **Science I Essential Interactions** ,2000-10 [Differentiated Literacy and Language Arts Strategies for the Elementary Classroom](#) Shellie Hipsky,2011 The Fall 2011 issue of the Kappa Delta Pi Record includes a review of Differentiated Literacy and Language Arts Strategies for the Elementary Classroom From the review In today s inclusive classrooms this book will be an excellent resource from which teachers can draw advice and find teaching resources that will assist them in designing effective instruction Click here to read the book review on page 47 For courses in Methods of Reading for Elementary or Early Childhood Methods of Language Arts for Elementary or Early Childhood Differentiated Instruction in the Classroom or Special Education and Language Arts Although it can seem a daunting task to individualize learning for all students this book provides specific how to techniques to make it happen equipping pre service teachers with the tools they need to differentiate instruction for all students general education gifted and talented challenged or English Language Learners ELL This new text is much like a how to guide for differentiating instruction in for today s educators with a diverse population of students to serve Seasoned with authentic examples from elementary teachers and their real

classrooms the text offers a plethora of advice for implementing strategies in literacy based classrooms creative ways to create effective learning environments appropriate instructional techniques based on students abilities learning profiles and interests and strategies to differentiate in the reading areas of emerging literacy skills vocabulary comprehension fluency writing speaking listening and content area reading Every chapter in the book includes specific illuminating classroom examples questions for reflecting on the reading active engagement ideas for further exploration of the topic and conclusions Unique to this text is the inclusion of a journal kept by an elementary teacher whose classroom is visited in the text demonstrating a year s worth of successful implementation of differentiation assessment and instruction Keenly focused on the needs of pre service teachers with ample strategies to positively impact the classrooms of current teachers Differentiated Literacy and Language Arts Strategies for the Elementary Classroom addresses the reader with an engaging personalized tone and demystifies the process of differentiated instruction for all teachers     **The Science Teachers Bulletin** ,1989

**Teaching in Secondary Schools** Mark D. Baldwin,Joseph F. Keating,Kathryn J. Bachman,2006 This research based book has been designed to help teachers build a strong knowledge base firm foundations of practice and a range of skills to successfully teach in today s secondary schools This first edition book incorporates Coverage of Collaboration Between Schools and Communities in Chapter 10 emphasizes the role and importance of service learning parent involvement and community involvement INTASC Principles and Key Dispositions features are located at the beginning of every chapter Instructional Resources provided at the end of the book allow teachers the opportunity to extend their understanding of the material For inservice teachers primarily in the first or second year of teaching in a secondary school setting     *Science Scope* ,2003     **Steps to Doing Science** Kristin Tuttle Bump,2008     Creating Integrated Curriculum Susan M. Drake,1998-10-15 This book shows how to integrate curriculum using several different approaches providing real life examples and offering step by step guidance Designed for school leaders curriculum developers and curriculum supervisors this book brings integrated curriculum into sharp focus and helps educators find a curriculum model that can work for their school s particular needs

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