

Lab Report

Task Based Assessment

Inquiry	Student Coaching Rubric		Level				
			1	2	3	4	
Planning	I devise a detailed plan that identifies and controls most relevant variables and yields results that satisfy the lab purpose.		*controls few variables *yields results that marginally satisfy the lab purpose	*controls some variables *yields results that partly satisfy the lab purpose	*controls most relevant variables *yields results that satisfy the lab purpose	*controls all relevant variables *yields results that satisfy and extend the lab purpose	
Observation and Recording	I form appropriate tables or graphs, which include correct use of symbols and units. My data is correct and easily understood.		*forms tables or graphs that are inappropriate, or requiring major correction	*forms tables or graphs that require minor correction	*forms tables or graphs that are appropriate, correct and legible	*forms tables or graphs that are appropriate, correct, detailed and easily understood	
Interpretation and Discussion	I use rational thinking to reach many realistic conclusions based on the observations. My discussion has been presented in a clear and complete manner.		*reaches few realistic conclusions * explanation requires a great deal of clarification or correction	*reaches some realistic conclusions *explanation requires some clarification or correction	*reaches many realistic conclusions *clear and fairly complete explanation	*reaches all or almost all realistic conclusions *detailed and complete explanation	Level
Error Analysis	I determine many sources and degrees of error in the experiment and suggest relevant improvements to the method (e.g., different equipment or additional control of variables).		*determines few sources of error *suggests very few improvements, or improvements not realistic	*determines some sources of error *suggests a few relevant improvements	*determines many sources and where possible degrees of error *suggests several relevant improvements	*determines all major sources, and where possible degrees of error *suggests many relevant improvements	Level
Communication	Student Coaching Rubric		1	2	3	4	
Components (Checklist)	Basic Title Purpose Materials or Apparatus Procedure or Method Observations Conclusions	Optional Title page Introduction or Pre-Lab Hypothesis Calculations Error Analysis Illustrations, Graphs, etc Discussion	*contains some of these basic components.	*contains all of the basic and a few of the optional components	*contains all of the basic and some of the relevant optional components	*contains all of the basic and all or almost all of the relevant optional components	Level
Presentation	I present most information in a logical order, with spelling, grammar, units and use of S.I. system that are correct in most cases.		*presents little information in logical order *spelling, grammar and S.I. usage are correct in few cases	*presents some information in logical order *spelling, grammar and S.I. usage are correct in some cases	*presents most information in logical order *spelling, grammar and S.I. usage are correct in most cases	*presents all information in logical order *spelling, grammar and S.I. usage are correct in all or almost all cases	Level
Making Connections	Student Coaching Rubric		1	2	3	4	Level
Understanding	I describe most terms raised in class and how the lab report is connected to technology, society and/or the environment.		*describes few terms raised in class (e.g., soil erosion)	*describes some terms and connections raised in class (e.g., soil erosion leads to loss of farm income)	*describes most terms and connections raised in class (e.g., soil erosion leads to loss of farm income)	*describes all relevant terms and connections raised in class and extends to include original or complex connections (eg., effect of soil erosion on soil based micro-organisms)	Level