

CHE11-12 Lab Report Grading Rubric:

	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Format <i>Typed/ 1.5 spacing, complete, Images</i>	More than two sections are missing and spelling, grammar and neatness makes lab difficult to interpret.	Not more than two categories missing or out of sequence or more significant problems with spelling and grammar.	Not more than one section missing or out of sequence or some minor problems with neatness and spelling.	Contains all sections, properly labeled in the correct sequence. Neat, correct spelling and grammar. Data tables and graphs are neat and made with a ruler.
Hypothesis <i>One hypothesis per station(If...then)</i>	Incomplete hypothesis	Hypothesis are limited	Hypothesis are appropriate	Hypothesis are detailed
Purposes/ Goals <i>One purpose per station Lab safety/</i>	Not all purposes are stated; no lab safety	Not all purposes are stated; lab safety included	All purposes are stated; lab safety included	All purposes are clearly stated; includes lab safety
Procedures <i>Complete materials list and procedures (point form is ok)</i>	Information is limited and reproducing this lab would be impossible	Information is missing that would make it difficult to carry out the laboratory successfully.		The materials and steps necessary to carry out the experiment are clearly laid out so that experiment could easily be recreated. Referenced
Observations <i>Images: labelled Written: exo/endermic, colour, gas produced, Density</i>	Minimal and incorrect data. Table messy and missing units, headings etc.	Some errors in measurements and descriptions. Significant lack of detail and organization of data.	Information in data table is correct but lacking detail, units, neatness, or labels.	Correct units and relevant detailed qualitative and quantitative observations.
Questions/ Analysis <i>Analyzed observation/ Questions: include scientific language, balanced chemical equations. Mechanisms,.</i>	Irrelevant and does not relate to the experiment. Hard to understand or incorrect information.	Still demonstrates a connection to the purpose but lacks any understanding of the science behind what occurred. Errors in graphing do not allow the trend to be demonstrated.	Some understanding is evident but there are some minor misinterpretations. There are minor errors in graphing, but trend in data is still apparent.	Demonstrates a complete understanding. of observations. Sample calculations and relevant formula are presented in a clear and logical fashion including unit. Graphs contain all necessary components. Referenced
Discussion <i>Discuss results, Sources of error, further questions</i>	Discussion does not demonstrate understanding.	Discussion demonstrates a simplified or misinterpreted understanding.	Discussion demonstrates a good understanding but scientific terms are underused.	Discussion demonstrates a deep understanding and is enhanced through scientific terminology. Sources of error are relevant to your observations and are accounted for. Referenced
Conclusion <i>Addresses each of the Purposes. The hypothesis is proven/ disproven.</i>	Conclusion is off topic and much too short.	Conclusion somewhat refers to the purpose but is lacking detail.	Conclusion refers to the purpose and is relevant but is lacking in detail or sources of error.	Conclusion refers to the purpose and includes relevant information learned in the lab.
Safety and Participation <i>Lab safety practice</i>	Does not treat others with respect or makes major procedure or safety errors.	Student is not efficient with time, makes more than one procedure or safety error.	Student mostly follows procedure and safety rules but makes a minor error.	Student is on task, follows procedure, safety recommendations, and works well with lab partner.