

# SCIENCE LAB REPORT RUBRIC

NAME \_\_\_\_\_ LAB TITLE \_\_\_\_\_ OR OUR NAME \_\_\_\_\_

*Only one person needs to be turned in per group*

Component	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
<b>Procedures and Safety</b>  <i>Lab Safety: Procedures being correctly, being able to do lab, following rules while they are being explained, or</i>	I followed all lab procedures in a logical order or outlined in manual/protocol with zero lab safety violations.	I followed <u>most</u> of the lab procedures in a logical order or outlined in manual/protocol with zero lab safety violations.	I followed <u>some</u> of the lab procedures in a logical order or outlined in manual/protocol with zero lab safety violations.	I conducted a lab safety violation. I was <u>not</u> able throughout the lab time, and had to be asked to sit out.
<b>Data/Graph</b>	I collected <u>all</u> of my data from my lab and filled in my worksheet <u>entirely</u> . I completed all of my observation table on my worksheet.	I collected <u>most</u> of my data from my lab and filled in my worksheet <u>entirely</u> . I <u>partially</u> finished my observation table on my worksheet.	I collected <u>some</u> of my data from my lab and filled in my worksheet <u>partially</u> . I filled in <u>some</u> of my observation table on my worksheet.	I collected <u>little</u> or no data on my lab. I filled in <u>little</u> or no data on my observation table on my worksheet.
<b>Organization/Handwriting</b>	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
<b>Results &amp; Conclusion</b>	My results are clearly explained and summarized on my "Conclusion/Questions" page of my lab booklet. My reflection on question 10 is organized, precise and has 4 or more sentences.	My results explained and summarized on my "Conclusion/Questions" page of my lab booklet. My reflection on question 10 has 4 or more sentences.	My results are written down on my "Conclusion/Questions" page of my lab booklet. My reflection on question 10 is <u>partially</u> answered.	My results are not explained on my "Conclusion/questions" page of my lab booklet.
<b>Taking Part</b>  <b>Setting a Positive Example</b>  <b>Clean Up</b>	I used my time very well in lab and showed a high level of attention on the experiment to demonstrate understanding of scientific method. I set a very positive example by sharing on task and helping my group. I showed a lot of initiative by helping with the clean-up.	I used my time well in lab and focused attention on the experiment to demonstrate understanding of scientific method. I set a positive example by sharing on task and helping my group. I helped with the clean-up.	I used a satisfactory amount of my time well in lab and focused attention on the experiment to demonstrate understanding of scientific method. The goal with part of the activity, but I don't take part with my group more than time. I helped a little bit during the clean-up.	I did not use my time wisely in the lab, and I did not focus much time on the experiment. I was off task a lot of the time and did not help my group much. I did not help my group with the clean-up.

# Rubric For Lab Reports Science

**D Siedentop**



## **Rubric For Lab Reports Science:**

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

*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

**Formative Assessment Strategies for Enhanced Learning in Science, K-8** Elizabeth Hammerman, 2009 Ideal for preservice and inservice teachers this user friendly resource demonstrates how to use formative assessments to guide instruction and evaluate student learning in standards based science

How to Create and Use Rubrics for Formative Assessment and Grading Susan M. Brookhart, 2013 Whether you re already familiar with rubrics or not this book is a

complete resource for writing rubrics that assist with learning as well as assess it Plus you ll learn how to wisely select from among the many rubrics available for classroom use      **Scoring Rubrics in the Classroom** Judith Arter,Jay McTighe,2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote Scoring Rubrics in the Classroom to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

*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 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

Artificial Intelligence in Education Andrew M. Olney,Irene-Angelica Chounta,Zitao Liu,Olga C. Santos,Ig Ibert Bittencourt,2024-07-01 This book constitutes the refereed proceedings of the 25th International Conference on Artificial Intelligence in Education AIED 2024 held in Recife Brazil in July 8 12 2024 Proceedings The 49 full papers and 27 short papers presented in this book were carefully reviewed and selected from 334 submissions The papers present results in high quality research on intelligent systems and the cognitive sciences for the improvement and advancement of education

Strategies for Teaching Science, Levels 6-12 Barbara Houtz,2011-06-01 Developed for grades 6 12 this rich resource provides teachers with practical strategies to enhance science instruction Strategies and model lessons are provided in each of the following overarching topics inquiry and exploration critical thinking and questioning real world applications integrating the content areas and technology and assessment Research based information and management techniques are also provided to support teachers as they implement the strategies within this resource This resource supports core concepts of STEM instruction

Teaching Lab Science Courses Online Linda Jeschofnig,Peter Jeschofnig,2011-02-02 Teaching Lab Science Courses Online is a practical resource for educators developing and teaching fully online lab science courses First it provides guidance for using learning management systems and other web 2 0 technologies such as video presentations discussion boards Google apps Skype video web conferencing and social media networking Moreover it offers advice for giving students the hands on wet laboratory experience they need to learn science effectively including the implications of implementing various lab experiences such as computer simulations kitchen labs and commercially assembled at home lab kits Finally the book reveals how to get administrative and faculty buy in for teaching science online and shows how to negotiate internal politics and assess the budget implications of online science instruction

*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

**Teaching and Learning STEM** Richard M. Felder, Rebecca Brent, 2016-02-22 Rethink traditional teaching methods to improve student learning and retention in STEM Educational research has repeatedly shown that compared to traditional teacher centered instruction certain learner centered methods lead to improved learning outcomes greater development of critical high level skills and increased retention in science technology engineering and mathematics STEM disciplines Teaching and Learning STEM presents a trove of practical research based strategies for designing and teaching STEM courses at the university community college and high school levels The book draws on the authors extensive backgrounds and decades of experience in STEM education and faculty development Its engaging and well illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems including student resistance that might occur in the implementation The book will help you Plan and conduct class sessions in which students are actively engaged no matter how large the class is Make good use of technology in face to face online and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge skills and conceptual understanding the course is designed to teach Help students develop expert problem solving skills and skills in communication creative thinking critical thinking high performance teamwork and self directed learning Meet the learning needs of STEM students with a broad diversity of attributes and backgrounds The strategies presented in Teaching and Learning STEM don t require revolutionary time intensive changes in your teaching but rather a gradual integration of traditional and new methods The result will be continual improvement in your teaching and your students learning More information about Teaching and Learning STEM can be found at <http://educationdesignsinc.com> book including its preface foreword table of contents first chapter a reading guide and reviews in 10 prominent STEM education journals

**Investigative Science Learning Environment** Eugenia Etkina, David T Brookes, Gorazd Planinsic, 2019-11-15 The goal of this book is to introduce a reader to a new philosophy of teaching and learning physics Investigative Science Learning Environment or ISLE pronounced as a small island ISLE is an example of an intentional approach to curriculum design and learning activities MacMillan and Garrison 1988 A Logical Theory of Teaching Erotetics and Intentionality Intentionality means that the process through which the learning occurs is as crucial for learning as the final outcome or learned content In ISLE the process through which students learn mirrors the practice of physics

**Teaching at Its Best** Linda B. Nilson, 2016-07-18 The classic teaching toolbox updated with new research and ideas Teaching at Its Best is the bestselling research based toolbox for college instructors at any level in any higher education setting Packed with practical guidance proven techniques and expert perspectives this book helps instructors improve student learning both face to face and online This new fourth edition features five new chapters on building critical thinking into course design creating a welcoming classroom environment helping students learn how to learn giving and receiving feedback and teaching in multiple modes along with the latest research and new questions to facilitate faculty discussion

Topics include new coverage of the flipped classroom cutting edge technologies self regulated learning the mental processes involved in learning and memory and more in the accessible format and easy to understand style that has made this book a much valued resource among college faculty Good instructors are always looking for ways to improve student learning With college classrooms becoming increasingly varied by age ability and experience the need for fresh ideas and techniques has never been greater This book provides a wealth of research backed practices that apply across the board Teach students practical real world problem solving Interpret student ratings accurately Boost motivation and help students understand how they learn Explore alternative techniques formats activities and exercises Given the ever growing body of research on student learning faculty now have many more choices of effective teaching strategies than they used to have along with many more ways to achieve excellence in the classroom Teaching at Its Best is an invaluable toolbox for refreshing your approach and providing the exceptional education your students deserve The Chicago Guide to College Science Teaching Terry McGlynn,2020-11-09 Higher education is a strange beast Teaching is a critical skill for scientists in academia yet one that is barely touched upon in their professional training despite being a substantial part of their career This book is a practical guide for anyone teaching STEM related academic disciplines at the college level from graduate students teaching lab sections and newly appointed faculty to well seasoned professors in want of fresh ideas Terry McGlynn s straightforward no nonsense approach avoids off putting pedagogical jargon and enables instructors to become true ambassadors for science For years McGlynn has been addressing the need for practical and accessible advice for college science teachers through his popular blog Small Pond Science Now he has gathered this advice as an easy read one that can be ingested and put to use on short deadline Readers will learn about topics ranging from creating a syllabus and developing grading rubrics to mastering online teaching and ensuring safety during lab and fieldwork The book also offers advice on cultivating productive relationships with students teaching assistants and colleagues Assessing Science Learning Janet Coffey,Rowena Douglas,Carole Stearns,2008 In addressing assessment as a central element of teaching practice Assessing Science Learning explores the various forms assessment can take The research projects described show the strong link between assessment and improved student learning The essays invite science teachers to reflect on their practices and priorities and to consider a variety of productive assessment strategies and frameworks **Teaching Science Today** Barbara Houtz,2008-05-15 A research based guide offers best practices based on proven methodology and provides educational strategies enhanced by interactive elements *Towards Deeper Learning in Primary CLIL* Fay Chen,2025-03-04 Chen proposes a disciplinary literacy DL approach to Content and Language Integrated Learning CLIL planning and teaching in her book in answer to concerns expressed by some about the growth of CLIL internationally in recent decades The concerns regarding CLIL schools circle around the feasibility of the policy particularly regarding the challenges of teaching and learning new subject content in an additional language in primary education In response the author tackles the fundamental questions surrounding CLIL

implementation with a focus on fostering deeper learning using examples from the Taiwanese context The chapters delve into the key planning issues in primary education CLIL and explore the language teaching awareness of CLIL teachers in various subject areas In addition to proposing a DL approach the book also discusses the necessity for teachers awareness of subject specific literacies in curriculum planning highlighting the importance of scaffolding primary students to achieve deeper learning in CLIL classrooms As a whole Chen stimulates discourse and research in CLIL planning and teaching thereby informing CLIL teacher education This book is an essential read for researchers and research students interested in deeper learning and bilingual and multilingual education programs It is also a viable resource for teacher educators and teachers who teach in multilingual programs and primary education     *Teaching at Its Best* Todd D. Zakrajsek,Linda B.

Nilson,2023-02-02 A complete accessible evidence based guide to better teaching in higher education This higher education playbook provides a wealth of research backed practices for nearly every aspect of effective teaching throughout higher education It is filled with practical guidance and proven techniques designed to help you improve student learning both face to face and online Already a bestselling research based toolbox written for college instructors of any experience level Teaching at Its Best just got even better What is new A lot For this updated 5th edition Todd Zakrajsek joins Linda Nilson to create a powerful collaboration drawing on nearly 90 combined years as internationally recognized faculty developers and faculty members One of the most comprehensive books on effective teaching and learning the 5th edition of Teaching at its Best brings new concepts new research and additional perspectives to teaching in higher education In this book you will find helpful advice on active learning interactive lecturing self regulated learning the science of learning giving and receiving feedback and so much more Each chapter has been revised where necessary to reflect current higher education pedagogy and now includes two reflection questions and one application prompt to reflect on your teaching and stimulate peer discussions Discover the value of course design and how to write effective learning outcomes Learn which educational technology is worthwhile and which is a waste of time Create a welcoming classroom environment that boosts motivation Explore detailed explanations of techniques formats activities and exercises both in person and online Enjoy reading about teaching strategies and educational concepts Whether used as a resource for new and seasoned faculty a guide for teaching assistants or a tool to facilitate faculty development this research based book is highly regarded across all institutional types

**The Success Criteria Playbook** John Almarode,Douglas Fisher,Kateri Thunder,Nancy Frey,2021-01-08 Provide students a clear view of what success looks like for any process task or product What does success look like for your students How will they know if they have learned This essential component of teaching and learning can be difficult to articulate but is vital to achievement for both teachers and students The Success Criteria Playbook catapults teachers beyond learning intentions to define clearly what success looks like for every student whether face to face or in a remote learning environment Designed to be used collaboratively in grade level subject area teams or even on your own the step by step playbook expands teacher



understanding of how success criteria can be utilized to maximize student learning and better engage learners in monitoring and evaluating their own progress Each module is designed to support the creation and immediate implementation of high quality high impact success criteria and includes Templates that allow for guided and independent study for teachers Extensive STEM focused examples from across the K 12 STEM curriculum to guide teacher learning and practice Examples of success criteria applied across learning domains and grades including high school content skills practices dispositions and understandings Ensure equity of access to learning and opportunity for all students by designing and employing high quality high impact success criteria that connect learners to a shared understanding of what success looks like for any given learning intention

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