Name(s)

Class:

Science Lab Report and Presentation Rubric

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| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Hypothesis and Questions (Common Core WHST.6-8.1, WHST.6-8.7 | Written argument *does not* introduce a claim that includes an if/then/because statement. This claim *does not* answer the question being asked. | Written argument *attempts* to introduce a claim that includes an if/then/because statement. This claim *somewhat* answers the question being asked. | Written argument introduces a *good* claim that includes an if/then/because statement. This claim *mostly* answers the question being asked. | Written argument introduce a *strong* claim that includes an if/then/because statement. This claim *effectively* answers the question being asked. |
| Experiment and Results (Common Core RST.6-8.3, RST.6-8.7). | *Does not* follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Displays results in a graph, or diagram that fits the context *poorly or fails to* include the graph/diagram altogether. | *Vaguely* follows a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Displays results in a graph, or diagram that fits the context *somewhat*. | *Mostly* follows a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Displays results in a graph, or diagram that fits the context *well*. | *Precisely* follows a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Displays results in a graph, or diagram that fits the context *perfectly*. |
| Conclusion (RST.6-8.2) | Demonstrates a *weak* understanding of the results of the experiment and makes consistent logical conclusion about the gathered data. *Does not* include whether the original hypothesis is correct. | Demonstrates a *vague* understanding of the results of the experiment and makes consistent logical conclusion about the gathered data. Includes *a false* conclusion of whether the original hypothesis is correct. | Demonstrates an *average* understanding of the results of the experiment and makes consistent logical conclusion about the gathered data. *Vaguely* includes whether the original hypothesis is correct. | Demonstrates an *above-average* understanding of the results of the experiment and makes consistent logical conclusion about the gathered data. *Includes* whether the original hypothesis is correct. |
| Quality of writing (Common Core WHST.6-8.4) | Produced writing that is *not appropriate* to task, purpose or audience. | Produced writing that is *vaguely* appropriate to task, purpose and audience. | Produced writing that is *mostly* appropriate to task, purpose and audience. | Produced writing that *is* appropriate to task, purpose and audience. |
| Improvement from rough draft (Common Core WHST.6-8.5) | *Did not* turn in rough draft or *did not* improve report from rough draft phase. | With some guidance *somewhat* improves lab report from the original rough draft. | With some guidance *notably* improves lab report from the original rough draft. | With some guidance *greatly* improves lab report from the original rough draft. |
| Use of Multi-Media (Common Core WHST.6-8.6) | *Struggles to* use presentation software and includes images, videos, and documents that *took away from* the audience’s overall understanding of the content. | *Attempted* to use presentation software and includes *a few* images, videos, and documents that *did not add* to the audience’s overall understanding of the content. | Used presentation software *sufficiently* and included *some* images, videos, and documents that *somewhat contributed* to the audience’s overall understanding of the content. | Used presentation software *effectively* and included *a number* of images, videos and documents that *added* to the audience’s overall understanding of the content. |
| Speaking (Common Core SL.7.4, SL.7.6, L.7.6) | Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english *little to none of the time*. | Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english *some of the time.* | Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english *most of the time.* | Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english *consistently*. |

Comments: