

# SCIENCE LAB REPORT RUBRIC

NAME \_\_\_\_\_ LAB TITLE \_\_\_\_\_ OF 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 Setup: Procedures being correctly being able to do lab, following rules while they are doing a experiment, 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>Lab Setup: Procedures being correctly being able to do lab, following rules while they are doing a experiment, or</i>	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 complete & 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 partially 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 my time well in lab and focused attention on the experiment to demonstrate understanding of scientific method. The best 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 Middle School Science Labs

**Giselle O. Martin-Kniep**



## **Rubric For Middle School Science Labs:**

**Student Centered Investigative Labs for Middle School Science** Walter L. Saunders, 2003-06 This resource book is intended for experienced middle school science teachers who are seeking ways to incorporate a more student centered approach to investigative lab activities New teachers can also benefit from this manual This resource book is based upon a teaching philosophy known as the Learning Cycle In the Learning Cycle LC model of teaching science students work together in groups of three or four with limited teacher guidance to develop lab procedures for the investigation of questions which can be studied in the laboratory or field

**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

**Watershed Investigations: 12 Labs for High School Science** Jennifer Soukhome, Graham Peaslee, Carl Van Faasen, William Statema, 2009-04 Watershed Investigations 12 Labs for High School Science provides high school educators with a series of broad based hands on experiments designed to help students understand the relationships between human impact and local hydrology Covering a range of disciplines including geology chemistry Earth science botany and biology this volume gives educators lesson plans that will interest the student and meet a wide array of state and national curricular standards

**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 **Science the "write" Way** Jodi Wheeler-Toppen, 2011 Writing skills are high on the list of real world requirements for all students Including science students Every scientific discipline needs professionals who can ably communicate in writing Scientists must be able to describe their proposed studies for funding considerations track their observations and results in their own notes describe their experimental protocols for their peers to replicate and synthesize their work to the wider world community

**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

**Help! I'm Teaching Middle School Science** C. Jill Swango, Sally Boles Steward, 2003 Like your own personal survival guide Help IOCom Teaching Middle School Science is a nontechnical how to manual COespecially for first year teachers But even veteran teachers can benefit from the plentiful ideas examples and tips on teaching science the way middle schoolers learn best The book covers all the basics what to do on the first day of school including icebreaker activities preparing safe and effective lab lessons managing the classroom working with in school teams as well as parents But its practical COand encouraging COapproach doesn't mean it shortchanges the basics of effective pedagogy You COll learn how to handle cooperative learning and assessment how to help students write effectively and the importance of modeling for early adolescents

**Assessing Student Learning** Linda Suskie, 2010-07-30 The first edition of Assessing Student Learning has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions The second edition of this landmark book offers the same practical guidance and is designed

to meet ever increasing demands for improvement and accountability This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture characteristics of good assessment audiences for assessment organizing and coordinating assessment assessing attitudes and values setting benchmarks and standards and using results to inform and improve teaching learning planning and decision making *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 **Assessment in**

**Science** Maureen McMahon,2006 If you want to learn about the latest research on assessment techniques that really work the ideal sourcebook is right here in your hands Assessment in Science is a collection of up to date reports by authors who are practicing K 16 classroom teachers and university based educators and researchers *How to Create and Use Rubrics for Formative Assessment and Grading* Susan M. Brookhart,2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn

*Nutrition, Mind, and Body* Carl Raab,Joel Beller,1999 Reproducible activities designed to engage students minds as they observe investigate examine body functions the importance of nutrition **Boards that Matter** Randy Quinn,Linda J. Dawson,2011-07-16 This book clears the smoke for boards faced with the challenge to make their governing model either Policy Governance or Coherent Governance work in real life Boards of directors thoughtfully engage in the exciting work of

developing new policies and adopting their new governing model then immediately confront reality how does the board actually put the new model into motion and allow it to deliver on its promise of excellent board performance Boards That Matter is a practical guide that takes the mystery out of that process It is a book that is loaded with down to earth solutions all based on processes successfully in use today by boards across the United States and internationally Although many of the examples offered in the book come from the world of public school boards and non profit boards of various types the implementation processes are equally applicable to boards of all types The challenge of governing a complex organization is difficult enough in itself without layering on top of that challenge the struggle to make the board s own operating system seem natural and meaningful The authors draw from their combined 60 plus years of experience in working with public and non profit boards including work with hundreds of boards using both Policy Governance and Coherent Governance as they present their insight about how to use the models effectively Their easily understood implementation strategies for helping real boards deal with real issues and doing it through faithful utilization of their new governing tools makes this a continuing reference source for boards as they translate theory into practice

**Assessing Middle and High School Mathematics & Science** Sheryn Spencer-Waterman, 2013-08-16 For middle and high school teachers of mathematics and science this book is filled with examples of instructional strategies that address students readiness levels interests and learning preferences It shows teachers how to formatively assess their students by addressing differentiated learning targets Included are detailed examples of differentiated formative assessment schedules plus tips on how to collaborate with others to improve assessment processes Teachers will learn how to adjust instruction for the whole class for small groups and for individuals They will also uncover step by step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities

Student Successes with Thinking Map® (School based research, results and models for achievement using visual tools (2nd Edition) DAVID N. HYERLE, LARRY ALPER, Dr Pat Wolfe renowned educator and expert in the practical applications of cognitive neurosciences offers this opening in her concise Forward to this book about the wide ranging uses of Thinking Maps Neuroscientists tell us that the brain organizes information in networks and maps the Thinking Maps program takes full advantage of the natural proclivity of the brain to think visually Student Successes with Thinking Maps presents a language of eight visual tools and framing tools based on fundamental cognitive processes of the human brain and mind that boost all learners metacognitive and critical thinking skills The first chapter by Thinking Maps creator David Hyerle Ed D is a comprehensive introduction to the theory history research and results from the systematic implementation of Thinking Maps over time This book is rich in detail and inspiration from teachers principals and administrators from around the world and across diverse schools and systems The wide ranging stories and supporting data across the 19 chapters weave together to create a unified theme of Thinking Maps as a transformational language for learning From the authors of these chapters you will learn about school wide changes in teachers effectiveness and student

performance in an inner city elementary school in Long Beach California where 85% of the students entering classrooms speak Spanish as their first language students with special needs in a middle school in North Carolina making performance leaps of over three years growth in mathematics girls from a single sex independent K 12 school in New Zealand rising over four years to the top of that nation s educational ladder and entering junior college students in Mississippi significantly shifting reading comprehension scores while those in the nursing program dramatically outperform their peers of previous years You will also hear about the Pass Christian School District landfall for Hurricane Katrina rising over the years to become the top performing school system in Louisiana The authors of the chapters before you bring forth insights grounded in practical examples and experiences from their work to transform teaching and learning

**Internet of Things, Infrastructures and Mobile Applications** Michael E. Auer, Thrasyvoulos Tsiatsos, 2020-09-10 This book gathers papers on interactive and collaborative mobile learning environments assessment evaluation and research methods in mobile learning mobile learning models theory and pedagogy open and distance mobile learning life long and informal learning using mobile devices wearables and the Internet of Things game based learning dynamic learning experiences mobile systems and services for opening up education mobile healthcare and training case studies on mobile learning and 5G network infrastructure Today interactive mobile technologies have become the core of many if not all fields of society Not only do the younger generation of students expect a mobile working and learning environment but also the new ideas technologies and solutions introduced on a nearly daily basis also boost this trend Discussing and assessing key trends in the mobile field were the primary aims of the 13th International Conference on Interactive Mobile Communication Technologies and Learning IMCL2019 which was held in Thessaloniki Greece from 31 October to 01 November 2019 Since being founded in 2006 the conference has been devoted to new approaches in interactive mobile technologies with a focus on learning The IMCL conferences have since become a central forum of the exchange of new research results and relevant trends as well as best practices The book s intended readership includes policymakers academics educators researchers in pedagogy and learning theory schoolteachers further education lecturers practitioners in the learning industry etc

**Design, Selection, and Implementation of Instructional Materials for the Next Generation Science Standards** National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Science Education, 2018-05-02 Instructional materials are a key means to achieving the goals of science education an enterprise that yields unique and worthwhile benefits to individuals and society As states and districts move forward with adoption and implementation of the Next Generation Science Standards NGSS or work on improving their instruction to align with A Framework for K 12 Science Education the Framework instructional materials that align with this new vision for science education have emerged as one of the key mechanisms for creating high quality learning experiences for students In response to the need for more coordination across the ongoing efforts to support the design and implementation of

instructional materials for science education the National Academies of Sciences Engineering and Medicine convened a public workshop in June 2017 The workshop focused on the development of instructional materials that reflect the principles of the Framework and the NGSS This publication summarizes the presentations and discussions from the workshop

**Teach for Authentic Engagement** Lauren Porosoff, 2023-07-24 Finding meaning vitality and community is the purpose of engagement and school itself Authentic engagement is a choice students make every day to bring themselves to their learning work and relationships rather than simply go through the motions of school It means sharing experiences asking questions trying new things making mistakes and allowing themselves to be seen heard and cared for It s an active choice that can lead to tremendous growth and satisfaction In Teach for Authentic Engagement Lauren Porosoff shows how to design instruction that lets students with diverse interests strengths needs identities and values connect to their learning Included are strategies tools and classroom anecdotes that help students Engage with the content so it becomes a source of meaning in their lives Engage with their work so it becomes a source of vitality Engage with each other so the class becomes a source of community It takes intellectual and emotional effort to teach in a way that fosters authentic engagement But when students feel connected to the content they engage with their work And when they feel like their learning matters they use that learning to understand and respect each other *Performance-Based Learning & Assessment in Middle School Science* K. Michael Hibbard, 2014-05-22 This book contains a collection of performance tasks and easy to use assessment tools ready to be photocopied and distributed to your students The tasks in this book ask students to write letters prepare posters create charts and graphs prepare 3D models write skits take surveys and otherwise apply what they have learned



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