**Inquiry Lab Rubric**

Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total: \_\_\_\_\_\_\_\_\_/100

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| CATEGORY  | 10 | 8  | 7  | 6  |
| Problem/Purpose  | The purpose of the lab or the problem to be answered during the lab is clearly identified and stated.  | The purpose of the lab or the problem to be answered during the lab is identified, but is stated in a somewhat unclear manner.  | The purpose of the lab or the problem to be answered during the lab is partially identified, and is stated in a somewhat unclear manner.  | The purpose of the lab or the question to be answered during the lab is erroneous or irrelevant.  |
| Experimental Design /hypothesis/claim | Hypothesis is stated and Experimental design is a well-constructed test of the stated hypothesis.  | Experimental design is adequate to test the hypothesis, but leaves some unanswered questions.  | Experimental design is relevant to the hypothesis, but is not a complete test.  | Experimental design is not relevant to the hypothesis.  |
| Variables  | All 3: Dependent, independent and control are accurate in the procedure.  |  2 of these are accurate | 1 of these are accurate  | O are accurate, but listed.  |
| Procedures  | Procedures are described in clear manner. Steps are clear and in complete sentences, but can be in paragraph form. | Procedures are listed in a logical order.  | Procedures are listed but are not in a logical order or are difficult to follow.  | Procedures do not accurately list the steps of the experiment.  |
| Data | Professional looking and accurate representation of the data in tables. Tables are labeled and titled.  | Accurate representation of the data in tables. Tables are labeled and titled.  | Accurate representation of the data in written form, but no tables are presented.  | Data are not shown OR are inaccurate.  |
| Graphs  | Professional looking and accurate representation of graph/s. Graph/s are labeled with correct units in the x and y axis and titled.  | Accurate representation of the data in tables and/or graph/s. Graph/s and tables may have 1 missing component (title, units, label) | Accurate representation of the data in tables and/or graph/s. Graphs and tables may have 2 missing component (title, units, label) | Accurate representation of the data in tables and/or graphs. Graphs and tables may have 3 missing components (title, units, label) |
| Conclusion  | Conclusion includes and is excellent in all 3: statement of problem and hypothesis (claim) with summary of results (argument and evidence); real or possible sources of error; and concluding statement. | Conclusion includes all 3 criteria, but not as in-depth.  | Conclusion includes 2 of the criteria done well.  | Conclusion includes 1 of the criteria or more than 1, but lacking in depth.  |
| Argument (in conclusion) | claim is clearly stated, focused, and strongly maintained introduced and communicated clearly within the purpose, audience, and task  | claim is clear and mostly maintained, though some loosely related material may be present context provided for the claim is adequate within the purpose, audience, and task  | may be clearly focused on the claim but is insufficiently sustained, or claim on the issue may be somewhat unclear and/or unfocused  |  may be very brief may have a major drift claim may be confusing or ambiguous  |
| Evidence (in conclusion) | use of evidence from sources is integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniquessource is cited (data table, graph, or text) | some evidence from sources is included, adequate use of some elaborative techniques Source is cited(data table, graph, or text) | evidence from sources is weakly integrated, weak or uneven use of elaborative techniques Source is cited(data table, graph, or text) | Use of evidence from sources is minimal, absent, incorrect, or irrelevant  |
| Scientific Concepts in conclusion (can be part of the evidence)  | Report includes concepts in 3 or more sentences as it relates to the textbook. Must cite pg # | Report includes concepts in 2 or more sentences as it relates to the textbook. Must cite pg. # | Report includes concepts in 2 or more sentences as it relates to the textbook, but no pg # is cited. | Report illustrates inaccurate understanding of scientific concepts underlying the lab.  |