

Name: _____

Score: _____

Teacher Name: _____

Scientific Investigation Report School-wide Rubric

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
Demonstrates Scientific Knowledge <i>Must meet standard on this expectation to meet the overall standard</i>	Skillfully fulfills all discipline-specific and task requirements. Skillfully uses precise and descriptive scientific language that clarifies and supports purpose. Skillfully maintains focus.	Fulfills all discipline-specific and task requirements. Uses precise and descriptive scientific language that clarifies and supports purpose. <i>W-10-7.5, INQ-12,13</i> Maintains focus. <i>W-10-7.2</i>	Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete. Attempts to use descriptive scientific language, but language is not necessarily clear or purposeful. Weak focus.	Does not fulfill several discipline-specific and task requirements. Ineffective and vague scientific language. Lacks focus.
Demonstrates Critical Thinking <i>Must meet standard on this expectation to meet the overall standard</i>	All calculations are correct with correct use of significant figures. Graphs, charts and data tables skillfully constructed and enhance understanding. Effectively describes all observations before, during and after the procedure. Uses observations & concepts to logically & completely interpret & explain the principles of the lab activity. Thoroughly interprets and analyzes data. Addresses lab objective. Consistently anticipates problems, mistakes, and misunderstandings. Identifies and completely explains sources of error.	Most calculations are correct and shown to the proper degree of precision/measurement error. Graphs, charts and data tables are correctly constructed. <i>INQ-8,10</i> Effectively describes most observations. <i>INQ-3,8,9</i> Uses observations and concepts to logically interpret and explain the principles demonstrated in the lab activity with interpretation and analysis of lab data. Addresses lab objective. <i>INQ-10,11, 12</i> Anticipates and addresses potential problems, mistakes, and misunderstandings. Identifies and explains some sources of error. <i>W-10-7.5, 55e</i>	The work is mostly accurate. Some calculations, graphs, charts, and data tables incomplete. Describes most observations. Explains principles of the lab activity using some evidence from observations Mentions lab objective and data but does not directly discuss its relevance to the lab. Identifies sources of error and anticipates some potential problems, mistakes, and misunderstandings, but ineffectively addresses these.	The work has inaccuracies throughout. The work may be difficult to follow as presented. Observations and/or evidence incomplete. Inadequately explains the principles of or misunderstands the lab. Uses no examples from observations. Does not address lab objective or include data or analysis. Does not anticipate problems, mistakes, or misunderstandings. Does not identify sources of error.
Provides a Procedure for action (if applicable)	Creates a logical progression/sequence of information, which allows a reader who is unfamiliar with this topic to successfully complete this procedure with ease.	Creates a logical progression/sequence of information, which allows a reader who is unfamiliar with this topic to successfully complete this procedure with minimal confusion. <i>W-10-8.4, 55a, 58a,c, INQ-1,2,4,5,6,7</i>	Creates a progression/sequence. Some steps or omissions may cause the reader confusion in completing the procedure.	Progression is not logical, or major omissions exist, which prohibit successful completion of procedure.
Creates an organizing structure	Uses an organizational structure that enhances the response.	Uses an organizational structure that allows for a progression of ideas to develop. <i>W 10-1.1, 1.2, 1.3, 1.4, 3.4, 4.6, 14.3, 14.5</i>	Uses an organizational structure that causes confusion.	There is little evidence of organization.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. <i>W-10-9.1, 9.2, 9.3, 9.4 9.,5</i> Occasional errors do not interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Errors do interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.