Lab Report basic rubric

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| Completeness | All required parts of the report are fully complete. | Most sections of the report are complete | A substantial fraction of the sections are incomplete | None of the sections are complete |
| Correctness | All calculations and all conclusions are correct and well-defended. | All calculations and most conclusions are correct and well-defended | Some calculations and conclusions are incorrect. | Many calculations and conclusions are not correct and poorly defended. |
| Organization | Develops complex ideas, claims, theses, or arguments using clearly defined paragraphs, transitions, and other structures appropriate to task and discipline. | Develops central idea, claim, thesis, or argument using paragraphs, transitions, and other structures appropriate to task and discipline. | Addresses complex ideas but organizational structure is weak or unclear. | Does not address complex ideas and there is little or no organizational structure. |
| Ideas and  content | Articulates complex ideas, claims, theses, or arguments appropriate to the task and discipline.  Justifies complex ideas, claims, theses, or arguments using relevant evidence.) | Articulates a central idea, claim, thesis, or argument appropriate to the task and discipline.  Justifies central idea, claim, thesis, or argument using relevant evidence | The central idea, claim, thesis, or argument is not clearly stated or is undeveloped, or does not fully address the task and discipline. | The topic is unclear or does not address the task and discipline. |
| Grammar and Conventions | Has no errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has few errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has many errors in spelling, grammar, punctuation or presentation that somewhat interfere with communication. | Has serious errors in spelling, grammar, punctuation or presentation that interfere with communication. |
| Sentence Fluency | Masterfully crafts complete, varied and well structured sentences. | Uses complete and well structured sentences. | Mostly uses complete and well structured sentences; some fragments or run-ons. | Uses few or no complete and well structured sentences. |
| Voice | Always uses voice appropriate to the task and discipline. | Uses voice appropriate to the task and discipline with minor lapses. | Inconsistently uses voice that is appropriate to the task and discipline. | Voice is inappropriate to task and discipline. |
| Word Choice | Skillfully and imaginatively uses sophisticated language/vocabulary appropriate to the task and discipline. | Accurately uses varied language/vocabulary appropriate to the task and discipline. | Uses language/vocabulary that is sometimes inappropriate or redundant to the task and discipline. | Uses language/vocabulary that is inappropriate to the task and discipline. |