**AP Biology Lab Report Evaluation Rubric**

**Evaluation Rubric**

**Author name :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_/2 Report Format**

* IMRaD headings used to organize report \_\_\_/2

**\_\_\_\_\_/3 Abstract**

Concise abstract written.

**\_\_\_\_/10 Introduction**

* Investigation question clearly written \_\_\_\_/2
* Hypothesis developed as a testable statement \_\_\_/2
* Context for investigation clearly stated and developed. \_\_\_/2
* At least two peer reviewed sources cited properly in this section \_\_\_/2
* Sources relate directly to investigation. \_\_\_/2

**\_\_\_\_/13 Method**

* Clear, concise method section written in paragraph form.
	+ clearly explains how the experiment was set up, whereas anyone could read and obtain replicable results. \_\_\_\_\_\_/3
	+ Method section somewhat wordy, not concise and is hard to follow.\_\_\_/2
	+ Method section is outlined or written so vaguely that the chances of being able to replicate this experiment are as good as a snowball’s chance in Tahiti. \_\_\_/1
* Levels of treatment identified, including control treatment. \_\_\_/1
* Controlled variables identified and explanation of **how** each variable was controlled (pick one choice below)
	+ None identified (0 points)
	+ 1 identified (1 point)
	+ 2-3 identified (2 points)
	+ >3 identified (3 points)
* Included extra validity assurances in design...\_\_\_/1
* Extra reliability attributes included in design (replicates/trials conducted). \_\_\_/1
* Statistical analysis plan for data collected? How will you analyze your data? (Chi square, T-test, standard error calculated, other descriptive statistics?) \_\_\_\_/1

**\_\_\_\_\_/10 Results**

* Results section written in paragraph form that thoroughly describes data and trends found. \_\_/3
* Labeled table included in section (1 point) \_\_\_\_/1
* Complete graph/all graphing elements present. \_\_\_/3
* Statistical analysis of data evident (at least 2 stats used: chi square/t-test, descriptive statistics: mean, standard deviation, standard error, r value for regression, etc.).\_\_\_/2
* Table and or graph referred to in text (...see Figure…) \_\_\_\_/1
* Statement about data supporting or not supporting hypothesis made in this section -3 points.

**\_\_\_\_/10 Conclusion/Discussion**

* Statement made about whether hypothesis was supported, not supported or contradicted. \_\_\_\_/1
* supporting evidence provided\_\_\_\_/1

Check all of the following elements addressed in the author’s discussion:

* Investigation question (or problem), hypothesis and prediction restated.
* Biological concepts integrated into this section strengthening argument.
* Reflection on experimental design shows evidence of higher-level thinking and provides a constructive critique of the experiment design for this investigation.
* Evidence of higher-level thinking, where the author explains possible applications or implications of this research.
* Good follow up questions or hypothesis(es) posed that would lead into a new investigation.

Pick one of the choices below:

* Author had none of the above elements included in their discussion \_\_\_\_/0
* Author had only one of the above elements included in their discussion \_\_\_\_/2
* Author had two of the above elements included in their discussion \_\_\_\_/4
* Author had three of the above elements included in their discussion \_\_\_\_/6
* Author had >3 of the above elements included in their discussion \_\_\_\_/8

**\_\_\_\_/2 References:**  properly cited in MLA format. \_\_/2

**Spelling/grammar**

Pick one of the choices below:

* >3 spelling errors \_\_\_\_/-1
* 1-3 grammatical errors \_\_\_\_/-1

\_\_\_\_\_/50 = TOTAL SCORE