**LAB POSTER RUBRIC\***

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| **Score** | **Component** | **Advanced (5)** | **Proficient (3)** | **Needs Improvement (1)** |
|  | **Question** | Question is narrowly focused and suggests how an answer might be investigated. It is answerable. | Question is answerable but not narrowly focused. | Question is too broad and not practically investigated. |
|  | **Identification of Variables** | Correctly identifies specific, measurable independent and dependent variables. | Identifies variable being tested and variable being measured. | Variables and constants incomplete and/or inaccurate |
|  | **Hypothesis** | Hypothesis is testable and clearly stated in “if…then…because…” format. Specifically predicts relationship between dependent and independent variables. | Hypothesis is clearly stated. It predicts the influence of one variable on another. | Hypothesis is poorly stated and doesn’t directly mention the variables. |
|  | **Materials** | Complete, detailed list of materials presented in vertical list format. | Most materials are listed and appropriate. | Materials incomplete or inappropriate for experiment. |
|  | **Procedure** | Procedure is in vertical list format, accurate, complete, easy-to-follow, and reproducible by another person. Includes diagrams to clarify procedures. | Step by step procedure, generally complete. Minor errors/omissions make it difficult to follow or not always repeatable. | Procedure difficult to follow. Major omissions or errors. |
|  | **Data Tables** | Data table contains accurate, precise raw data and summary data reported in correct SI units with descriptive title. | Data table with accurate data, most units labeled or implied. Minor errors. Title absent. | Data table inaccurate, confusing and/or incomplete. Missing units. |
|  | **Graphs** | Well organized, easy to read graph and/or figures. Descriptive title, appropriate labeling, keys, etc. | Well organized, easy to read graph and/or figures. Descriptive title, minor errors in use of units and labeling. | Graph/figures presented in a confusing and/or sloppy fashion. |
|  | **Conclusion** | Scientifically valid, logical conclusion, well supported by the data collected. Clearly addresses the stated hypothesis. | Scientifically valid, logical conclusion, supported by data collected. Attempts to address problem and stated hypothesis. | Conclusion is incomplete or illogical. Does not address the problem and hypothesis. |
|  | **Error Analysis** | Sources of error identified and and explained. Appropriate recommendations made to eliminate errors. | Sources of error identified.  | Weak/trivial attempt to identify sources of error. |

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