

HIGH SCHOOL LAB REPORT

Lab instructions (if any) in this class are given in the form of a handout/book, verbally, or both. Your lab group will consist of pairs or small groups depending upon the equipment available. Each individual lab partner needs to turn in a separate report. These lab reports will always be recorded in your laboratory notebook. The reports of lab partners may be similar but not identical reflecting the student's own thoughts and conclusions about the lab. Do not share your report with anyone. If two labs are obviously the same, the grade will be split in half for both students.

Your report grade will depend on the extent of the write-up required. If you and your partner(s) follow the instructions and perform the experiment carefully, there is no reason why you should not receive maximum credit on every report. The report should be neat, legible and written in complete sentences. In addition, all lab reports should be written in cursive.

Lab reports are due during the next scheduled lab period. Exceptions will be announced. Lab reports are to be turned in at the beginning of the period.

REQUIRED LAB REPORT

Lab Information: Lab title, name, group members, date(s) of performing experiment.

- I. **Purpose:** A brief statement of the purpose or objective of the experiment. What are you trying to determine by performing the experiment? You can usually copy these from the lab information provided in class.
- II. **Materials:** You should include a list of all lab equipment you need to perform this lab.
- III. **Procedures:** Write your procedures so that anyone reading your report, even a non-science person, can easily duplicate your data with a set of instructions.
- IV. **Data and Observations:** Organize your data table(s) so that:
 - A. It includes a title
 - B. Data table columns and rows include labels
 - C. Data table columns and rows include units
 - D. It includes several trials
 - E. Observations should include as much detail as possible.
- V. **Graphs:** (if applicable): Always create representations of your data in graphical form. Graphs must have the following:
 - A. Unless done on a computer, all graphs must be drawn on graph paper.
 - B. The graph (not just the axes) should cover at least 35-50% of the page. Teeny-tiny graphs are unacceptable.
 - C. Coordinate axes must be a straight edge.
 - D. Each axis must have a clear label followed by the units of the labeled quantity in parenthesis.
 - E. The scale used on each axis must be clearly stated and easy to read.
 - F. All plotted points must be small and made clear and easy to read.
 - G. Write a title above each graph. The title should not be a repeat of the axis labels. It should clearly differentiate the graph from any others. For example, "Graph II—The force on the 0.5

High School Lab Report

Robert R. Redfield



High School Lab Report:

Does Peer Review Improve Lab Report Quality in High School Science Students? Melanie S. Acker, 2011 My students are for the most part potentially very good writers However when I get these students their lab report writing skills are quite limited and therefore are very poor Focus for doing labs thus far in their science career has been how well they can perform the lab from verbal instructions not written instructions The students have a difficult time reading and understanding what the protocol wants them to do and they have an even more difficult time explaining what they performed during the lab activity in a lab report This project investigated how well the students discussed their course of action after performing the lab activity in a written report The students were given written lab protocols and were expected to follow the procedure and make observations along the way The labs were all completed in one 45 minute class period The students were then given one day in class to work on their lab report following the lab report rubric Appendix A Data collection for this project not only included lab report writing but what the students comfort levels were in different elements of the lab how well they reviewed their own work how well they reviewed other peer s work and how they felt about the whole lab report writing process throughout the year Several teachers were also asked to evaluate how well these particular students processed and followed directions in their classrooms as well The results indicated that by implementing a peer review session into the lab report writing process the report score significantly improved The students who struggled at the beginning of the process were now completing quality lab reports in half the time and the peer review rubrics were being scored with the highest marks Because of these positive outcomes I know that peer review is an integral part of the learning process to produce quality lab reports and I will continue to conduct this practice in my classroom in years to come

America's Lab Report National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on High School Laboratories: Role and Vision, 2006-01-20 Laboratory experiences as a part of most U S high school science curricula have been taken for granted for decades but they have rarely been carefully examined What do they contribute to science learning What can they contribute to science learning What is the current status of labs in our nation s high schools as a context for learning science This book looks at a range of questions about how laboratory experiences fit into U S high schools What is effective laboratory teaching What does research tell us about learning in high school science labs How should student learning in laboratory experiences be assessed Do all students have access to laboratory experiences What changes need to be made to improve laboratory experiences for high school students How can school organization contribute to effective laboratory teaching With increased attention to the U S education system and student outcomes no part of the high school curriculum should escape scrutiny This timely book investigates factors that influence a high school laboratory experience looking closely at what currently takes place and what the goals of those experiences are and should be Science educators school administrators policy makers and parents will all

benefit from a better understanding of the need for laboratory experiences to be an integral part of the science curriculum and how that can be accomplished *America's Lab Report* Susan R. Singer, Margaret L. Hilton, Heidi A. Schweingruber, National Research Council (U.S.). Committee on High School Science Laboratories: Role and Vision, 2006

Laboratory experiences as a part of most U S high school science curricula have been taken for granted for decades but they have rarely been carefully examined What do they contribute to science learning What can they contribute to science learning What is the current status of labs in our nation 1 2s high schools as a context for learning science This book looks at a range of questions about how laboratory experiences fit into U S high schools What is effective laboratory teaching What does research tell us about learning in high school science labs How should student learning in laboratory experiences be assessed Do all student have access to laboratory experiences What changes need to be made to improve laboratory experiences for high school students How can school organization contribute to effective laboratory teaching With increased attention to the U S education system and student outcomes no part of the high school curriculum should escape scrutiny This timely book investigates factors that influence a high school laboratory experience looking closely at what currently takes place and what the goals of those experiences are and should be Science educators school administrators policy makers and parents will all benefit from a better understanding of the need for laboratory experiences to be an integral part of the science curriculum 1 2and how that can be accomplished *HIT Lab Report* University of Michigan. Highway Safety Research Institute, 1975-09 *Improving the laboratory experience for America's high school students* United States. Congress. House. Committee on Science and Technology (2007). Subcommittee on Research and Science Education, 2007

Inquiry: The Key to Exemplary Science Robert Yager, 2009-06-17 **Disciplinary Literacy Inquiry & Instruction, Second Edition** Jacy Ippolito, Christina L. Dobbs, Megin Charner-Laird, 2024-05-23 A revised and expanded edition that promotes inquiry and teaching practices to help students gain the discipline specific literacy skills they need to succeed in college the workplace and the society of tomorrow *Resources in Education* , 1996 **Scoring Rubrics in the Classroom** Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote *Scoring Rubrics in the Classroom* to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of

rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance **Research in Education** ,1973-12

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