

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

ML Morrison

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

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 **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

Strengthening High School Chemistry Education Through Teacher Outreach Programs National Research Council, Division on Earth and Life Studies, Board on Chemical Sciences and Technology, Chemical Sciences Roundtable, 2009-06-15 A strong chemical workforce in the United States will be essential to the ability to address many issues of societal concern in the future including demand for renewable energy more advanced materials and more sophisticated pharmaceuticals High school chemistry teachers have a critical role to play in engaging and supporting the chemical workforce of the future but they must be sufficiently knowledgeable and skilled to produce the levels of scientific literacy that students need to succeed To identify key leverage points for improving high school chemistry education the National Academies Chemical Sciences Roundtable held a public workshop summarized in this volume that brought together representatives from government industry academia scientific societies and foundations involved in outreach programs for high school chemistry teachers Presentations at the workshop which was held in August 2008 addressed the current status of high school chemistry education provided examples of public and private outreach programs for high school chemistry teachers and explored ways to evaluate the success of these outreach programs **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 The Impact of the Laboratory and Technology on Learning and Teaching Science K-16 Dennis W. Sunal, Emmett L. Wright, Cheryl Sundberg, 2008-02-01 The Impact of the Laboratory and Technology on K 12 Science Learning and Teaching examines the development use and influence of active laboratory experiences and the integration of technology in science teaching This examination involves the viewpoints of policymakers researchers and teachers that are expressed through research involving original documents interviews analysis and synthesis of the literature case studies narrative studies observations of teachers and students and assessment of student learning outcomes Volume 3 of the series Research in Science Education addresses the needs of various constituencies including teachers administrators higher education science and science education faculty policymakers governmental and professional agencies and the business community The guiding theme of this volume is the role of practical laboratory work and the use of technology in science learning and teaching K 16 The volume investigates issues and concerns related to this theme through various perspectives addressing design research professional practice and evaluation Beginning with definitions the historical evolution and policy guiding these learning experiences are explored from several viewpoints Effective design and implementation of laboratory work and technology experiences is examined for elementary and high school classrooms as well as for undergraduate science laboratories informal settings and science education courses and programs In general recent research provides evidence that students do benefit from inquirybased laboratory and technology experiences that are integrated with classroom science curricula The impact and status of laboratory and technology experiences is addressed by exploring specific strategies in a variety of scientific fields and courses The chapters outline and describe in detail researchbased best practices for a variety of settings *Science and Engineering for Grades 6-12* National Academies of Sciences, Engineering, and Medicine, National Academy of Engineering, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Science Investigations and Engineering Design Experiences in Grades 6-12, 2019-03-12 It is essential for today's students to learn about science and engineering in order to make sense of the world around them and participate as informed members of a democratic society The skills and ways of thinking that are developed and honed through engaging in scientific and engineering endeavors can be used to engage with evidence in making personal decisions to participate responsibly in civic life and to improve and maintain the health of the environment as well as to prepare for careers that use science and technology The majority of Americans learn most of what they know about science and engineering as middle and high school students During these years of rapid change for students knowledge attitudes and interests they can be engaged in learning science and engineering through schoolwork that piques their curiosity about the phenomena around them in ways that are relevant to their local surroundings and to their culture Many decades of education research provide strong evidence for effective practices in teaching and learning of science and

engineering One of the effective practices that helps students learn is to engage in science investigation and engineering design Broad implementation of science investigation and engineering design and other evidence based practices in middle and high schools can help address present day and future national challenges including broadening access to science and engineering for communities who have traditionally been underrepresented and improving students educational and life experiences Science and Engineering for Grades 6 12 Investigation and Design at the Center revisits America s Lab Report Investigations in High School Science in order to consider its discussion of laboratory experiences and teacher and school readiness in an updated context It considers how to engage today s middle and high school students in doing science and engineering through an analysis of evidence and examples This report provides guidance for teachers administrators creators of instructional resources and leaders in teacher professional learning on how to support students as they make sense of phenomena gather and analyze data information construct explanations and design solutions and communicate reasoning to self and others during science investigation and engineering design It also provides guidance to help educators get started with designing implementing and assessing investigation and design Nanotechnology Education United States. Congress. House. Committee on Science and Technology (2007). Subcommittee on Research and Science Education,2008

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