



Lab Report Format

Date:

Name:

Title

A whole page for a title is unnecessary and quite wasteful of paper. Put the title of your lab experiment at the top. Include your name, your group members' names, teacher's name, course and the date.

Purpose

Answer in a sentence or two, "what is the purpose of this experiment?"

Question

Write down a testable question, e.g. "How does string length affect the period of a pendulum?" or "What is the acceleration due to gravity in my school?" The general format is "how does *independent variable* affect *dependent variable*?"

Hypothesis

Use the format "If...then...because". E.g. "If the length of the string increases, then the period of the pendulum will increase because the object has to travel farther".

Experimental Design

What are you going to do in the experiment? Explain briefly, in a few sentences, what is the generalized procedure. State the independent, dependent and controlled variables.

Materials

List any and all materials you will need for the experiment (NOT the materials you needed to build your launcher). Use the proper name and include the number if you need multiples.

Scientific Drawing

Include a one-page scientific drawing of your apparatus that includes your projectile launcher, measuring devices, etc.

Safety

How To Write A Lab Report For College

SJ Ball



How To Write A Lab Report For College:

How to Write a Lab Report Jerome N. Borowick, 2000 This guide outlines an effective methodology for writing the experimental laboratory report showing how skills that emphasize correct grammar and appropriate style must be adapted to writing reports with a purpose reports that emphasize structure and content to persuade the readers It first covers basic principles then explores each section of a report step by step with sample report sections and critiques The Laboratory Report Writing Process Principles of Clear Lab Report Writing Rules of Practice for Lab Report Writing Graphics The Title Page and Table of Contents The Beginning of the Report The Body of the Report The Ending of the Report A Sample Student Lab Report For anyone who must write lab reports as part of their professional responsibilities *Lab Reports* Kimberley Nash, 2007-06-01 LAB REPORTS For College Classroom Experiments Organization analysis and good writing are important skills for preparing proper lab reports When using this workbook with classroom experiments students learn organizational skills and logical thinking processes to write lab reports that are articulate and well presented papers Publisher s Synopsis This easy to use curriculum teaches students how to write science lab reports in a step by step format The introductory sections include What is a lab report What are the elements of a lab report What is the scientific method How do you apply the scientific method What experiment science project should be chosen LEVEL ONE This level teaches students the steps of the scientific method When used while experimenting students learn to determine a title for an experiment formulate a hypothesis record pre experiment information record observations and data make tables and graphs and analyze determine the results of an experiment This work is all recorded in a log Students are then taught how to transform and transfer the data from the log to a final lab report LEVEL TWO This level expands the foundational skills taught in LEVEL ONE by teaching students how to refine and master the log preparation process This level also spends ample time teaching how to write the content of a report better Many examples are given on how to improve writing These reports will contain greater subject depth analytical clarity and length Students are also guided through the process of recording data and transforming it into a final lab report The result is the production of a first rate college level lab report Both levels include the following Detailed instructions Workbook format Pre printed forms for 5 logs and 5 lab reports Teacher grading instructions and grading charts This 140 page workbook is intended for students performing all types of science experiments Written for freshmen level college students but can be used successfully by motivated middle school students as well **Help! I'm Teaching Middle School Science** C. Jill Swango, Sally Boles Steward, 2003 Like your own personal survival guide Help IOCom Teaching Middle School Science is a nontechnical how to manual OCo especially for first year teachers But even veteran teachers can benefit from the plentiful ideas examples and tips on teaching science the way middle schoolers learn best The book covers all the basics what to do on the first day of school including icebreaker activities preparing safe and effective lab lessons managing the classroom working with in school teams as well as parents But its practical OCo and

encouraging an approach doesn't mean it shortchanges the basics of effective pedagogy. You will learn how to handle cooperative learning and assessment how to help students write effectively and the importance of modeling for early adolescents. 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

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

Composing A Care of the Self David Lee Carlson, James Albright, 2012-12-06 What do Germ Theory self psychology the entrepreneur and the Bertillon Card have in common They comprise a part of the historical dispositif for the emergence of the writing portfolio This riveting Foucaultian inspired genealogy travels through the history of medicine criminality psychology political economics to reveal the epistemologies and practices of power knowledge of the contemporary portfolio In so doing it challenges previous held beliefs about the germination of the secondary school prevailing views of the dawning of secondary English as a discipline and most important the costs and effects of progressivist's writing pedagogies and assessment instruments Carlson Albright offer fresh and far ranging examinations of the rise and development of composition studies and assessment practices in U S secondary schools thereby challenging major English education scholars long held interpretations of such *Composing a Care of the Self A Critical History of Writing Assessment in Secondary English Education* posits for example an elucidation of the history of writing assessment that I believe is most compelling and original particularly in its analysis of historically dominant medical discourses and metaphors of the late 19th century and their influences on secondary English educators Further the authors

inspired by Foucault's uses of genealogy as means to expose practices and rationalities of power knowledge dynamics and their relations to matters of governance dramatically advance theoretical orientations within the field of English Education. They do so through their intricate weaving of Foucauldian theoretical perspectives into analyses of crucial and yet often taken for granted forms and functions of composition studies and writing assessments in the secondary English classroom. As such, this book is a remarkable achievement. Janet L. Miller, Ph.D., Professor, Programs in English Education, Teachers College, Columbia University. In *COMPOSING A CARE OF THE SELF: A CRITICAL HISTORY OF WRITING ASSESSMENT IN SECONDARY ENGLISH EDUCATION*, David Carlson and James Albright problematized secondary school assessment practices in the late nineteenth century and provide a fascinating genealogical study of English education. Together and under the mantle of Foucaultian genealogy, they explore the relationships among the body, health, and secondary education, exploring how epistemology in medicine spread to educational discourse. This is a highly readable account and one that disturbs the standard histories. It is a highly recommended text for all those interested in the history of English studies and writing assessment. Michael A. Peters, Professor Emeritus, University of Illinois. Professor, Policy, Cultural, Social Studies in Education, University of Waikato. *How to Write Lab Reports for Science Fairs and Classroom Experiments*, Kimberley Nash, 1999-04-01. How to write Lab Reports for Science Fairs and Classroom Experiments. An easy step by step workbook. Publisher's Synopsis: This easy to use curriculum teaches inquisitive students how to write science lab reports in a step by step format. The introductory sections include: What is a lab report? What are the elements of a lab report? What is a scientific method? What experiments/science project to do. Additional hints provided from a science fair grand prize winner. The workbook is spiral bound to lay flat for ease of student use and is divided into two levels: Level One and Level Two. This workbook is frequently purchased by home school families to compliment their existing science curricula/textbooks. These curricula often ask the student to write lab reports but do not provide detailed instructions as to proper method and format. Thus, our Lab Reports are an indispensable item for the home school science student. Specifically within Level One, the student learns the steps of the scientific method: Student learns to determine a title for an experiment, formulate an hypothesis, record information about an experiment, record observations and data, make tables and graphs, and analyze/determine results. This is all recorded in a log. The student is then taught how to transform and transfer the data from the log to a final lab report. Level Two expands this foundation through learning to refine and master the log/preparation process. This level also spends ample time teaching the student to write the content of their report better. They will actually produce secondary/college level quality lab reports. These will contain greater subject depth, analytical clarity, and length. This 100 page workbook is intended for all students performing experiments between grades 3-12. Features: A How to use this workbook introduction. Detailed instructions at each step of the workbook format process. Both levels each contain Three 3 log report templates. Three 3 lab report templates. Teacher report and grading instructions. Standardized grading charts.

recommendations Unit of measure conversion charts Whether a student is just beginning to adventure into the arena of science fairs or performing classroom experiments this workbook will guide him/her into the careful preparation of lab reports from the elementary grades through secondary college level It is a great way to not only learn needed and valuable skills for today but prepare for the future that may lie ahead

Best Practices in Writing Instruction, Second Edition Steve Graham, Charles A. MacArthur, Jill Fitzgerald, 2013-03-19 This book has been replaced by Best Practices in Writing Instruction Third Edition ISBN 978 1 4625 3796 9

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 inquiry-based 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 research-based best practices for a variety of settings

Tracing the Impact of First-Year Writing Laura Wilder, 2024-11-15 Tracing the Impact of First Year Writing presents the results of a large scale longitudinal study of college writers that explores the impact of a required first year writing course with a comparative approach not previously available Over five years, Laura Wilder conducted 143 interviews with and collected 774 pages of writing from 58 students, half of whom had taken a new first year writing course and half who had not Wilder found that while in many ways the experiences of both groups are comparable, demonstrating how students receive valuable educations in rhetoric and writing from a variety of sources beyond a first year writing course students who took the first year writing course were much more likely to identify as writers This identification supported students' use of writing in powerfully generative and knowledge building

ways that they carried with them long after the course into other appropriate contexts In contrast to previous longitudinal studies of college writers undertaken at institutions with high prestige and resources *Tracing the Impact of First Year Writing* explores the role of writing at a regional public university and documents how students experiences with writing can be highly divergent across the curriculum and unequal across campuses Additionally this book includes the voices of students who do not identify as capable writers and have strongly negative emotional reactions to writing and writing instruction and adds empirical support to innovative calls in the field to transform the first year writing course into one that inspires students to reflectively consider writing itself

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