

Name: \_\_\_\_\_

Hour: \_\_\_\_\_

**Rubric for Bridge Lab**

	<b>Beginning or Incomplete</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Score</b>
<b>Statement of Purpose</b>		(1) Very little information provided or information is incorrect	(2) Statement of purpose is complete and well-written.	(3) Statement of purpose is complete and well-written; provides all necessary background principles for the experiment.	
<b>List of Equipment</b>		(1) Little or no information is provided or information is incorrect.	(2) List of equipment is nearly complete, missing some minor points.	(3) List of equipment is complete; provides all necessary materials for the experiment.	
<b>Statement of Procedure</b>	(1) Missing several important experimental details or not written in paragraph format.	(2) Written in paragraph format, still missing some important experimental details.	(3) Written in paragraph format, important experimental details are covered, some minor details missing.	(4) Well written in paragraph format, all experimental details are covered.	
<b>Results: Data, Figures, Graphs, Tables, Etc.</b>	(1) Figures, graphs, tables contain errors or are poorly constructed, have missing titles, captions or numbers, units missing or incorrect, etc.	(2) Most figures, graphs, tables OK, some still missing some important or required features.	(4) All figures, graphs, tables are correctly drawn, but some have minor problems or could still be improved.	(6) All figures, graphs, tables are correctly drawn, are numbered, and contain titles/captions.	
<b>Conclusions</b>	(2) Conclusions missing or missing the important parts.	(4) Conclusion regarding major points are drawn, but many are misstated, indicating a lack of understanding.	(6) All important conclusions have been drawn, could be better stated.	(8) All important conclusions have been clearly made, student shows good understanding.	
<b>Failure Analysis</b>	(2) Failure analysis missing or missing the important parts.	(4) Failure analysis is drawn, but many are misstated, indicating a lack of understanding.	(6) Failure analysis has been drawn, could be better stated.	(8) All important failure analysis has been clearly made, student shows good understanding.	
<b>Spelling, Grammar, Sentence Structure</b>	(1) Frequent grammar and/or spelling errors, writing style is rough and immature	(2) Occasional grammar/spelling errors, generally readable with some rough spots in writing style.	(3) Less than 3 grammar/spelling errors, mature, readable style.	(4) All grammar/spelling correct and very well written.	
<b>Appearance and Formatting</b>	(1) Sections out of order, too much handwritten copy, sloppy formatting.	(2) Sections in order, minimum allowable amount of handwritten copy, formatting is rough but readable.	(3) All sections in order, formatting generally good but could still be improved.	(4) All sections in order, well formatted, very readable.	