**Laboratory Report: Grading Rubric**

Orig. 9/2018, Rev. 7/2019 University of Detroit Mercy- College of Eng. & Sci.\_Fall 2019

Student Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Number: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | Metric | Level of achievement |
| 5 | 4 | 3 | 2 | 1 |
| Communication (30%) | Report format follows the approved template with title page, abstract, Table of Contents, sections in correct order, and appendices as needed | All required sections are included in the proper order | Most required sections are included and in the proper order | Some required sections are included; order not strictly followed | Few required sections are included, or required order is disregarded | Report format requirements were ignored. Instructor will not read further |
| Introduction explains reason for experiment and relies on evidence properly cited in ASME format. Equations presented in variable format. | Purpose and research are clear to the reader | Purpose and research are somewhat clear to the reader | Purpose and research are mostly unclear to the reader | Purpose and research are unclear to the reader | Purpose and research are missing. Supervisor/Reader will not read further |
| Lab Set-Up and Procedures describes how student used equipment to test specimens | Explanation of equipment and tests is clear  | Explanation of equipment and tests is mostly clear | Explanation of equipment and tests is somewhat clear | Explanation of equipment and tests is unclear to the reader | Explanation of equipment and tests is missing. Supervisor/Reader will not read further |
| Results and Discussion captures student’s findings | Section includes experimental data and analysis, discusses data, and uses graphics | Section includes some experimental data and analysis, discusses data, and uses equations and graphics | Section includes minimal experimental data and analysis, offers minimal discussion of data, and has little use of equations or graphics | Section includes minimal experimental data and analysis, and discussion of data are not supported by equations or graphics | Section includes no experimental data or analysis. Supervisor/Reader will not read further |
| Conclusions and Recommendations offers key test results and a context for student’s test results | Lists key results, errors, ideas for future study | Lists some key results, errors, ideas for future study | Lists minimal key results, errors, ideas for future study | Lists some but not all key results, errors, ideas for future study | Section includes no conclusions or next steps. Supervisor/Reader will not read further |
| Graphs 1) are referenced in text before appearance 2) are scaled correctly 3) include properly labeled axes 4) include correctly formatted legends 5) fill available space | All five requirements are met | Four of the five requirements are met | Three of the five requirements are met | Two of the five requirements are met | One or none of the five requirements is met |
| Tables and Figures 1) are referenced in the text before appearance 2) are properly captioned 3) contain units where appropriate 4) are designed/formatted to provide clear comparisons | All four requirements are met | Three of the four requirements are met | Two of the four requirements are met | One of the four requirements is met | None of the four requirements is met |
| Sources are appropriately referenced in text and appear in ASME formatted References list at the end of the report | References are cited in text by number and listed properly in References | Some necessary references are missing from text, but appear in References | No necessary references in text are made, but sources are listed in References | Few necessary references are made or sources are improperly cited in References | No necessary references or citations are made |
|  | Professionalism: Report has been edited, proofread, and uses formal tone for workplace. The text is clear and concise. | Reader would find the report professional. No errors in spelling, punctuation, usage, and/or grammar. Text is formal, clear and concise. | Proofread. One error in spelling, punctuation, usage, and/or grammar. May have some informal wording and/or one issue with clarity or conciseness. | Did not proofread thoroughly. Two or three errors in spelling, punctuation, usage, and/or grammar. Informal tone. A few issues with clarity and/or conciseness. | Did not proofread. Four or more errors in spelling, punctuation, usage, and/or grammar. Informal tone. Some issues with clarity and/or conciseness. | Work is incomprehensible. |