**Observing Homeostasis in Goldfish Lab Report Rubric**

*Learning Objective: I can plan and conduct a scientific investigation to provide evidence that feedback mechanisms maintain homeostasis.*

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| --- | --- | --- | --- | --- | --- |
| **Section** | **Mastery (4.5-5.0)** | **Superior (3.5-4.4)** | **Proficient (2.5-3.4)** | **Novice (1.5-2.4)** | **Insufficient (0-1.4)** |
| **Title** | Creates own Title that is descriptive of the lab (includes independent and dependent variables) | Title includes both variables but needs more description.  | Simple title without both variables.  | Title is simple, without variables, or something like “Goldfish Lab” | No Title |
| **Hypothesis** | Hypothesis is in the correct “If… then… because…” format and includes the independent and dependent variables. Hypothesis is directional in its prediction.  | Hypothesis is in the correct format and includes both variables, but lacks description.  | Hypothesis has both variables but is in the wrong format.  | Hypothesis contains one variable and is written in the wrong format.  | Hypothesis is absent.  |
| **Data Table, Graph and Analysis***Line graph with title & axis labels* | **Data Table:** Data table is correctly setup and neat. All data is recorded and reorganized into the correct order. **Graph:** All relevant data is graphed correctly using a line graph in Google Sheets and labeled accordingly.  | **Data Table:** Data table is correctly setup and all data is recorded. **Graph:** Data is graphed using line graph in Sheets but may be missing key components like labels. | **Data Table:** Data table labels are messy or incorrect. All data is recorded but in wrong order.**Graph:** Attempted effort to graph results but used the incorrect graph.  | **Data Table:** Data table lacks labels, data is incomplete, or in the wrong order. **Graph:** Data is not graphically represented.  | **Data Table:** Results are not recorded, data table missing. **Graph:** Graph is missing.  |
| **Conclusion- Vocabulary***Homeostasis**Endotherm**Ectotherm**Goldfish**Operculum**Temperature**Data* | All conclusion questions are answered thoughtfully and scientifically, using all of the vocabulary words and descriptive data to support conclusions. Student makes significant connections to real life situations and applies content knowledge to fully explore the topic.  | All conclusion questions are answered in a satisfactory manner and includes most of the vocabulary words and data to support conclusions. Students makes limited connections to real life situations.  | Questions are answered, but are brief and provide little insight beyond the basics of the experiment. Some vocabulary words are used and few connections are made to real life situations.  | Not all conclusion questions are answered or all questions are given unsatisfactory answers. No further discussion is provided beyond the basics of the experiment. Few vocabulary words are used.  | No effort is made to answer the conclusion questions or answers include incorrect answers.  |
| **Conclusion- Descriptive academic language** *Suggests, demonstrates, illustrates, results, indicates, exhibits, etc.* | Student explores the topic with fluent range of academic language and consistently writes in a formal style with sentence variety. *Explores descriptive language beyond sentence frames with an emphasis on words like suggests, demonstrates, illustrates, results, indicates, includes, exhibits, etc.*  | Student displays sound use of a variety of academic words and phrases and generally writes in a formal style. *Explores descriptive language using sentence frames and including more variety of their choice.*  | Student uses some academic language but may disregard some of the more formal stylistic choices; may repeat familiar academic words too often. *Uses descriptive words that are limited to sentence frames.*  | Student neglects or misuses academic language, which detracts from the formal style. *Attempts using sentence frames, or uses incorrectly or inappropriately.*   | Student uses simple language and writing is choppy and difficult to understand. *No attempt to use language frames or academic language.*  |
| **Formatting Conventions** | * 12 pt. font, Arial or Times New Roman
* Bolded headings for each section
* Double Spaced
* Correctly punctuated and grammatically correct.
 | Correctly formatted, may be missing one of the previous requirements. Some grammatical or punctuation errors.  | Most formatting correct, may be missing one or two requirements. Many grammatical or punctuation errors throughout document.  | Missing many formatting requirements. Grammatical and punctuation errors affect readability of document.  | Lacks all formatting requirements. Significant punctuation and grammatical errors.  |

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