

Lab Report Rubric – ESE201

	2 Report conveys the appropriate information in a way that facilitates reading.	1 Report probably conveys the appropriate information, but these elements of the writing make it hard to tell.	0 Report fails to convey the appropriate information.
Content	The report includes the specified sections; content of each is appropriate to that section. (See individual section descriptions for details.)	Report contains the necessary information, but sections are not as specified (e.g., report combines results and discussion in one section when two were specified). Some information may be in an unexpected section (e.g., results in materials and methods).	Report is missing some important sections and fails to include necessary information.
Organization	Headings and subheadings help the reader navigate the report. Organization is clear within paragraphs. Links between paragraphs and sentences are clear. It is clear which points are the main ones and which support the main points.	The text has basic headings, but subheadings would help clarify organization and are not present. Paragraphs are organized, but the reader has to figure out the organization.	The text lacks headings or subheadings. Paragraphs appear to contain random facts and ideas with no clear connection. The reader is misled regarding the topic, thinking minor points are major ones.
Graphic elements (tables, charts, equations, etc.)	Tables, figures and equations are numbered. Format (headings, descriptive captions, legends, layout of equations) is easily readable and conforms to norms. The text refers to each table, figure or equation and discusses or explains as appropriate. Tables and figures are easy to read, contain no extraneous detail, and support information in the text. Sources are noted as needed. Graphs shows difference between measured and calculated (simulated) values (where appropriate). Axes are clearly labeled including units.	Tables, figures and equations are not numbered, format is unprofessional, or numbering is inconsistent. Reference to these graphics is awkward or confusing ('the figure below,' 'the first equation'). The connection to the discussion is not made explicit. Graphics are taken from other sources, but the source is not acknowledged. It is hard to distinguish the measured and calculated values on the graphs (if appropriate). The axis are not well labeled or don't give units.	Graphics include irrelevant or confusing detail, are illegible, lack a legend. Graphics bear little or no relation to what is discussed in the text, or even contradict the text.

Grammar, wording, mechanics	Grammar conforms to norms for academic/technical writing. Wording is concise and specific. Mechanics (commas, periods, capital letters, etc.) aid comprehension.	Overuse of 'we' distracts the reader from the process or subject of the report. Overuse of passive creates confusion and tires the reader. Phrasing is wordy rather than concise. Wording is vague when specific numbers or results could be given. Punctuation is sometimes confusing.	Poor grammar and wording create an incomprehensible report.
Use of references	Author cites external sources where necessary, and uses the specified format. Sources cited are matched with an entry in the List of References, also in the specified format. Sources are credible and relevant to the topic of discussion. If the author used a secondary source rather than going to the primary source, that is made clear and is justified. (Example: if Einstein was interviewed in <i>Time Magazine</i> , and the author wishes to use a quote from the interview, the author should state that the source of the quote of Einstein is an interview in <i>Time</i> , and the citation should reflect this.)	Author cites secondary sources as if they were primary sources. Author fails to credit sources in some cases. Reference format is confusing (e.g., author confuses footnotes and endnotes, author mixes reference styles rather than revising listings to conform to one style). It is not clear how to relate an in-text citation to an entry in the list of references.	Sources are not credible (e.g., consist of popular literature or Wikipedia articles); author fails to cite in a way that makes clear what information comes from the source; author does not give enough information so that reader could easily find the source.

General layout For details see: <http://www.seas.upenn.edu/~ese201/general/LabReport.pdf>

The report should contain the following sections:

- Pre-lab (if appropriate)
- Introduction
- Experimental Design
- Experimental Results
- Discussion and Conclusion
- References if needed
- Appendix if needed