

LAB REPORT GUIDELINES

FOCUS QUESTION (Big Idea)

What do you have to investigate or figure out in this lesson that is related to the big idea? What will be the main question that guides your learning?

Name: _____

Partner Name: _____

How does.....? How can...? What does....? What can ..? Which.....?

PREDICTION/HYPOTHESIS

A hypothesis is a possible explanation or answer to your focus question.

What you think will happen? Why do you think that?

If I do ... then... will happen because...

I think ... because

PLANNING

The general plan determines which variable will be changed, which will be kept constant, and what will be observed or measured.

.... will be changed. (Independent Variable)

.... will be kept the same. (Controlled Variables)

.... will be observed or measured. (Dependent Variable)

MATERIALS (a bulleted list of what you need for your investigation)

-
-
-

PROCEDURE (step by step instructions of how to do your investigation)

- 1. Do not use "you."*
- 2. Begin each step with a capital letter.*
- 3. End each step with a period.*
- 4. Describe the steps so anyone can repeat the experiment & get the same results.*

DATA

- Use your 5 senses to make qualitative and quantitative observations.
- Organize the data in a way that will make sense to you later:
 - * Data charts, tables, graphs, labeled diagrams, and illustrations
 - * Title and label diagrams.
 - * Diagrams/drawings are specific.
 - * Use a ruler for charts and graphs.
 - * Use color on graphs.
- Use metric measurement.
- Measurements should be specific, accurate, and units **ALWAYS** labeled.

CLAIMS AND EVIDENCE

A “claim” is a statement about what you observe to be happening in the experiment. For each claim, you must give the evidence from the experiment that supports it. You will be putting this information in a chart:

Claims	Evidence
I claim that...	I know this because...

TALK and ARGUMENT

This is the time to share claims and evidence with classmates. You will make your thinking public during class discussion. In science, argument is about sharing, processing, and learning about ideas. During class discussions, all students are expected to participate by sharing ideas and by asking questions.

DISCUSSION HELPERS:

- *I agree with your claim that _____ because _____.*
- *I disagree with your claim that _____ because _____.*
- *I'm not completely clear on what you found. Can you explain your evidence more clearly?*
- *What was your hypothesis? Why did you think that would happen?*
- *Did your results support your hypothesis?*
- *Did you have any problems with _____?*

ANALYSIS

An analysis is a summary of your data (evidence) and patterns found in this data. The following questions are to help you in writing an analysis.

What does your data show you? What observations did you make? What patterns do you see when you look at the trials? Explain these patterns in writing.

Did you make any changes? Did you have any problems? (If the answer is no, do not include in your analysis, but there is usually a change and/or a problem with each investigation.)

CONCLUSION

- Restate the focus question as a topic sentence
I did this experiment to learn...
- What was your hypothesis?
I thought that...because OR My hypothesis was... because...
- What is your claim?
I found out that...
- Every claim must be supported by evidence. Give your final results.
I know this because...
- Show the connection of the Big Idea to the “real world.”
This information would be useful to ... because...
- What new thoughts or questions do you have?
If I was to investigate further, I would...