Electric Circuits Notebook - Scoring Rubric

C6.

Series vs. Parallel Lab

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Your notebook will be collected at the end of class on		
Name:	Period:	
Item		Score
C1. 	Sparky the Electrician Lab Included, labeled and organized all parts of the lab report. Data section includes informative and labeled sketches of four successful arrangements and of two unsuccessful arrangements. Conclusion clearly and accurately describes the two requirements for an electric circuit. Discussion of Results uses the two requirements to explain why the unsuccessful arrangements were unsuccessful and why the successful arrangements were successful.	/3 (Lab score)
C2.	First to Light Lab Included, labeled and organized all parts of the lab report. Data section includes a clearly labeled diagram of the simple circuit and documents the observations made during testing. Observations are pertinent to the Purpose. Conclusion answers the <i>question</i> posed in the Purpose; <i>answer</i> is correct and consistent with the Data section.	/3 (Lab score)
C3	Greatest Current Lab Included, labeled and organized all parts of the lab report. Data section includes a diagram of the simple circuit which was tested; measurements, observations and other results are clearly documented; data is pertinent to the Purpose. Conclusion answers the <i>question</i> posed in the Purpose; <i>answer</i> is correct and consistent with the Data section. Evidence which provides support for the answer is clearly identified and discussed.	/3 (Lab score)
C4	Voltage-Current-Resistance Lab Included, labeled and organized all parts of the lab report. Data section includes the provided table - complete and taped in. Graph is sketched; sketch is clear. Results of linear regression analysis are recorded. Data is accurate; correlation constant if close to 1.00. Conclusion reports an equation relating ΔV , I and R. The equation is correct. Discussion of Results discusses the evidence which supports the equation, explaining how the data and graph lead logically to the equation; attention is given to how and why the slope and the resistance values are related. An error analysis is conducted; a percent error calculation is included; work is shown clearly and labeled.	/6 (Lab score)
C5.	Round vs. Oblong - The Greatest Resistance? Lab Included, labeled and organized all parts of the lab report. Data section includes a labeled diagram of the two tested circuits; measurements are recorded and seem reasonably accurate. The resistance values are calculated accurately; work is clearly shown and labeled. Conclusion answers the <i>question</i> posed in the Purpose; <i>answer</i> is correct.	/3 (Lab score)

Da we Co are	cluded, labeled and organized all parts of the lab report. ta section includes a diagram of the series and the parallel circuit; tests which are conducted are documented; results are clearly recorded. Inclusion Discussion answers all the <i>questions</i> posed in the Purpose; <i>answers</i> are correct, clearly stated and complete.	/4 (Lab score)
Inc Da sta sho co co vol in t res pag rev	cluded, labeled and organized all parts of the lab report. It a section includes a schematic diagram; resistors are labeled and values are ted, along with a unit. Ammeter locations and voltmeter arrangements are bwn and labeled as ΔV_1 , I_1 , etc. Measured values are listed on the diagram; all cessary measurements are made; units are given. Calculations are performed d work is shown in an effort to determine mathematical equations relating the antities. Data is reasonably accurate. Inclusion/Discussion identifies the mathematical relationships between the large drops, currents and resistance values for each resistor. The voltage gain the battery is compared to the sum of the voltage drops across each individual distor. All questions are answered (see Questions section on Lab Description ge); data is used to support the answers. Discussion is complete and accurate; reals understanding.	/8 (Lab score)
Inc Da two arr not Co Co Qu Me	Eluded, labeled and organized all parts of the lab report. It a section includes schematic diagrams of the two-bulb series circuit, and the o single-bulb circuits; bulbs are labeled; ammeter locations and voltmeter rangements are indicated. Relative brightness is indicated using <i>starburst</i> ration. Measured values are listed on the diagram and labeled as ΔV _{low R} , ΔV _{high} low R, etc.; all necessary measurements are made; units are given. Diagrams relegible, labeled and organized. Inclusion/Discussion answers all the <i>questions</i> posed in the Purpose (and the restions section of the Lab Description page). All comparisons are made. Peasured data is used to explain the findings. Discussion is complete and curate; reveals understanding.	/6 (Lab score)
Inc Da sta sho Co Co vol in t the sur	Imparing Voltage Drops and Currents in Parallel Lab cluded, labeled and organized all parts of the lab report. It a section includes a schematic diagram; resistors are labeled and values are ted, along with a unit. Ammeter locations and voltmeter arrangements are own and labeled as ΔV_1 , I_1 , etc. Measured values are listed on the diagram; all cessary measurements are made; units are given. Calculations are performed d work is shown in an effort to determine mathematical equations relating the antities. Data is reasonably accurate. Inclusion / Discussion identifies the mathematical relationships between the large drops, currents and resistance values for each resistor. The voltage gain the battery is compared to the voltage drops across each individual resistor; a current through the battery is compared to the branch currents. All questions answered (see Questions section on Lab Description page); data is used to opport the answers. Discussion is complete and accurate; reveals derstanding.	/8 (Lab score)
Inc Da two arr not Co: Co: Qu	Ibs in Parallel Circuits Lab cluded, labeled and organized all parts of the lab report. It a section includes schematic diagrams of the two-bulb parallel circuit, and the o single-bulb circuits; bulbs are labeled; ammeter locations and voltmeter rangements are indicated. Relative brightness is indicated using $starburst$ ration. Measured values are listed on the diagram and labeled as $\Delta V_{low R}$, ΔV_{high} low R, etc.; all necessary measurements are made; units are given. Diagrams relegible, labeled and organized. Inclusion/Discussion answers all the $questions$ posed in the Purpose (and the restions section of the Lab Description page). All comparisons are made.	/6 (Lab score)

	accurate; reveals understanding.	
C11	Combination Circuits Lab Included, labeled and organized all parts of the lab report. Data section should include the provided sheet - completed and taped in. Work should be shown for the $\Delta V/I$ calculations and the percent error calculations. Other calculations should be performed in an effort to generate equations from the data which respond to the Purpose of the lab; work is clearly shown and labeled so as to communicate the ideas. (Wrong turns, scribbles, and changes in the direction of one's thought should be documented and are always considered a sign of the scientific process.) Conclusion/Discussion states several mathematical equations which related the quantities in the combination circuit. Customary symbols - ΔV_1 , ΔV_2 , I_1 , etc are used in the equations. Equations are supported by the data and referenced to the data (or at least included in the Calculations part of the Data section). All questions are answered (see Questions section on Lab Description page); data is used to support the answers. Discussion is complete and accurate; reveals understanding.	/8 (Lab score)
C12.	Energy Audit Activity Included, labeled and organized all parts of the lab report. Data section included provided sheets - completed and taped in. All rooms and appliances in house were included; no major omissions. Data is reasonable. Calculations are correct. Conclusion/Discussion states an estimate of the total monthly cost of electricity. Main sources of electrical energy consumption are identified.	/10 (Lab score)
C13.	Use of Notebook as a Record-Keeping Tool Ideally, a student would use the notebook to record notes from class lectures, post-lab sections, textbook readings, etc. Answers and discussions of opening questions are provided. The notebook is a record of the involvement of a scientist/student in both class and lab. A blank or even sparsely-used notebook with little evidence of involvement in class is not a sign of a student who has used the notebook to document and record their involvement in class. A diligent student keeps careful records which subsequently become an effective and useful learning tool.	/10 (HW score)