

**Rubric for lab reports completed in PLNU General Education non-lab biology courses (BIO 102, 104)
for assessment of GE Learning outcomes 1a and 1c:**

GELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.

GELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Component	Initial	Emerging	Developed	Highly Developed
Effective and responsible use of information from a variety of sources	<ul style="list-style-type: none"> • Inadequate number of sources • No variety of sources • No sources appropriately paraphrased 	<ul style="list-style-type: none"> • Low number of sources • Minimal variety of sources • Some sources appropriately paraphrased, but many verbatim quotes • 	<ul style="list-style-type: none"> • Sufficient number of sources • Adequate variety of sources • Most sources appropriately paraphrased, not quoted verbatim 	<ul style="list-style-type: none"> • High number of sources • Excellent variety of sources • All sources appropriately paraphrased, not quoted verbatim
Citation of sources	<ul style="list-style-type: none"> • No statements in paper supported by in-text statements. • No references cited in consistent citation style • Many errors 	<ul style="list-style-type: none"> • Some statements in paper supported by in-text statements • Some references cited in consistent citation style • Some errors 	<ul style="list-style-type: none"> • Many statements in paper well supported by in-text citations • Most references cited in consistent citation style with no errors • Few errors 	<ul style="list-style-type: none"> • All statements in paper well supported by in-text citations • All references cited in consistent citation style • No errors
Organization of paper	<ul style="list-style-type: none"> • No indication of purpose/thesis of the paper • Most of paper appears to be based on opinion 	<ul style="list-style-type: none"> • Some indication of purpose/thesis of the paper • Purpose/thesis of paper is far too broad or narrow • Much of paper appears to be based on opinion 	<ul style="list-style-type: none"> • Purpose/thesis of the paper stated but not clear • Purpose/thesis of paper is slightly too broad or narrow • Some opinion stated without clear identification as opinion 	<ul style="list-style-type: none"> • Clearly articulates the purpose/thesis of the paper • Purpose/thesis of paper is concise and focused • No opinion stated, or clearly identified as opinion
Use of course content	<ul style="list-style-type: none"> • No use of course content in paper 	<ul style="list-style-type: none"> • Inadequate use of course content in paper • Inaccurate use of course content in paper 	<ul style="list-style-type: none"> • Adequate use of course content in paper • Mostly accurate use of course content in paper with few errors 	<ul style="list-style-type: none"> • Extensive use of course content in paper • Accurate use of course content in paper with no errors
Writing quality	<ul style="list-style-type: none"> • Simplistic and/or unclear writing • Many grammatical or spelling errors 	<ul style="list-style-type: none"> • Unclear writing • Some grammatical or spelling errors 	<ul style="list-style-type: none"> • Clear writing • Few grammatical or spelling errors 	<ul style="list-style-type: none"> • Clear and sophisticated writing using advanced vocabulary; enjoyable to read • No grammatical or spelling errors