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	• Inadequate number of sources • No variety of sources • No sources appropriately paraphrased	• Low number of sources • Minimal variety of sources • Some sources appropriately paraphrased, but many verbatim quotes •	• Sufficient number of sources • Adequate variety of sources • Most sources appropriately paraphrased, not quoted verbatim	• High number of sources • Excellent variety of sources • All sources appropriately paraphrased, not quoted verbatim
Citation of sources	• No statements in paper supported y in-text statements. • No references cited in consistent citation style • Many errors	• Some statements in paper supported by in-text statements • Some references cited in consistent citation style • Some errors	• Many statement sin paper well supported by in-text citations • Most references cited in consistent citation style with no errors • Few errors	• All statements in paper well supported by in-text citations • All references cited in consistent citation style • No errors
Organization of paper	• No indication of purpose/thesis of the paper • Most of paper appears to be based on opinion	• 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	• 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	• 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	• No use of course content in paper	• Inadequate use of course content in paper • Inaccurate use of course content in paper	• Adequate use of course content in paper • Mostly accurate use of course content in paper with few errors	• Extensive use of course content in paper • Accurate use of course content in paper with no errors
Writing quality	• Simplistic and/or unclear writing • Many grammatical or spelling errors	• Unclear writing • Some grammatical or spelling errors	• Clear writing • Few grammatical or spelling errors	• Clear and sophisticated writing using advanced vocabulary; enjoyable to read • No grammatical or spelling errors