

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
(title of lab/investigation)

## **CONCLUSION AND REFLECTION**

You MUST:

- ✓ **Follow the format below.** Instead of paragraphs, you will write each part in “chunks.”
  - ✓ As you write about what you have learned, assume **the person reading it has never learned this information before.** (Be specific and detailed!!!)
  - ✓ There are sentence stems to help and guide you. Rewrite and complete the sentences as you fill in each part.
  - ✓ Use your research and/or investigation and lab data. This should be easy since you keep accurate records.
  - ✓ **Use proper language conventions** (capitalization, paragraph indentation, grammar usage, spelling, etc.).
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### **Paragraph 1: CONCLUSION**

This is a summary of what you DID and LEARNED.

1. **Restate the focus question or problem to explain what the investigation was about or what you were trying to find out.** (Think of this as the introduction to your conclusion.)
  - a. Rewrite the focus question as a statement.

In this investigation I/we learned....

2. **Explain your prediction(s) or hypothesis.**

- a. Rewrite the original prediction. You should have this recorded in your investigation notes.

My prediction was...  
I predicted that...  
My hypothesis was...

- b. Tell whether your prediction/hypothesis was correct or not. You will need to evaluate your investigation data and/or research.
- c. EXPLAIN why it was correct or incorrect.

My prediction was correct/incorrect because...

**3. ANSWER the focus question to explain what you LEARNED from this investigation.**

- a. Analyze the data (qualitative and/or quantitative) collected from the investigation.
- b. Use your **CLAIMS/EVIDENCE/REASONING** when answering the focus question. Turn the three parts (C, E, and R) into complete sentences.
- c. Use VOCABULARY and any other science terms/concepts properly. Define and/or describe important words so your reader understands.

3. (OPTIONAL/EXTRA CREDIT) To go above and beyond, analyze your investigation by describing any flaws, mistakes and/or sources of error that may have affected your results.
- Describe what the flaw, mistake or error may have been.
  - Evaluate and explain how it may have affected your results. Be specific and detailed.

Example: A problem I had during this investigation was \_\_\_\_\_. I think/know this happened because \_\_\_\_\_.

## Paragraph 2: REFLECTION

This is where you reflect or think back on your experience.

### 1. What were YOUR OWN THOUGHTS after the investigation?

- Was there anything you understood better? Can you relate what you learned to "real life?" What connections between concepts did you make?
- Include the FIRST sentence stem below, then pick at least ONE MORE. Or write your own.
  - I/we did this investigation because it relates to real life. The way it relates to real life is \_\_\_\_\_.**
  - This reminds me/us of \_\_\_\_\_ because \_\_\_\_\_.
  - Now I/we think that \_\_\_\_\_ because \_\_\_\_\_.
  - One thing that surprised me during the investigation was \_\_\_\_\_ because- \_\_\_\_\_.
  - I/we discovered that \_\_\_\_\_.

**2. Explain anything you STILL HAVE QUESTIONS about after doing the investigation. Can you predict what the next lesson or investigation will be about? Support your prediction with evidence.**

a. Pick one or more sentence stems or write in your own. Relate what you write to this investigation.

- What would happen if \_\_\_\_\_?
- I think what we will do next is \_\_\_\_\_.
- I want to know more about \_\_\_\_\_ because \_\_\_\_\_.

**3. (OPTIONAL/EXTRA CREDIT) To go above and beyond, explain how you would DESIGN an investigation to answer one of your questions.** Be specific and detailed. Explain all steps needed to complete the experiment.

## Conclusion & Reflection Grading Rubric

|   | 1 pt (Lacking)<br>Many parts missing  | 2pts (Fair)<br>Partially Completed  | 3pts (Good)<br>Completed   | 4 pts (Excellent)<br>Completed Well  |
|---|---|---|--|--|
| <b>CONCLUSION</b>   |   |   |  |  |
| 1. What was the investigation about?<br>(Restate focus question.)   |   |   |  |  |
| 2a. Original prediction   | 0 pt – not included   |   | 2 pt – included  |  |
| 2b. Prediction correct/incorrect AND why.   |   |   |  |  |
| 3. Focus question answered to explain what was learned.<br><i>*Used data and vocabulary.</i>  |   |   |  |  |
| 4. (optional)<br>ABOVE AND BEYOND:<br>Errors and how they changed results   | 2 pt – attempted  |   | 4 pt – completed well  |  |
| <b>REFLECTION</b>   |   |   |  |  |
| 1. Own thoughts<br>(real life + one other sentence stem)  |   |   |  |  |
| 2. Own questions<br>(one sentence stem)   |   |   |  |  |
| 3. (optional)<br>ABOVE AND BEYOND<br>Investigation design for own question  | 2 pt – attempted  |   | 4 pt – completed well  |  |
| 4. Language Conventions:<br><br><ul style="list-style-type: none"> <li>✓ word spelling</li> <li>✓ capitalization</li> <li>✓ grammar or word usage</li> <li>✓ paragraphing</li> <li>✓ full sentences (no run-on or sentence fragments)</li> <li>✓ punctuation</li> </ul> | <b>Errors are serious and numerous.</b><br><br>They cause the reader stop often to figure out writer's meaning. | <b>Errors are frequent.</b><br><br>They may cause the reader to stop and reread part of the writing. Flow of communication is impaired. | <b>Errors are occasional.</b><br><br>They do not impede the flow of communication. | <b>There are few or no errors.</b><br><br>None of the errors impact the flow of communication. |
| <b>TOTAL SCORE</b>  |   |   |  |  |