

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