

# AP Chemistry Lab Notebook

One of the major goals of science is to be able to clearly and accurately describe results of experimentation and research. In order to achieve this goal, you will keep an accurate, chronological notebook of all lab work, using a scientific format. This is not meant to be a formal lab report, but a concise summary of experimentation performed. For this course, please follow the following guidelines.

## General Notebook Setup:

- Use a bound notebook (so pages cannot be torn out; no perforated pages – if pages are torn out you will lose points).
- Labs are to be written in ink only
- Number all pages on the upper right hand corner. The organized and neatly written lab goes on the right-hand page. The left-hand page is for scrap and preliminary calculations.
- Leave two pages (pg. 1 and 2) for your Table of Contents, which should include experiment titles and corresponding page numbers as they are performed.
- Sign the bottom of every page.
- Date each page and every new day you start entering something new.

**Ink Only, No White Out:** Use permanent blue or black ink for all entries. Think about a reasonable layout for your data (a table perhaps) before putting pen to paper. Get in the habit of writing everything in your lab notebook (no scraps of paper to lose). Do not erase, scribble-over, or whiteout anything; simply cross out errors with one line so they are still legible (e.g. ~~0.503g~~). You WILL get better at this.

## Lab Write up Format

- **Title/Partner/Date:** The title should be descriptive; the title on your lab handout may not suffice.
- **Objective then Plan to achieve the objective.** The plan is an outline of the procedure. It describes what you plan to do and how you will do it. It also lists all measurements that must be made. Details such as "I will add 3 mL of 6M HCl to 2.0 g zinc" are inappropriate. A statement such as "I will dissolve the Zn sample in concentrated HCl in order to . . ." is appropriate. **If you are conducting a reaction, always include a balanced equation.**
- **Procedure:** Briefly summarizing the procedure followed so that a next year's AP Chem student could reproduce your results. Be sure to include critical parameters. For example, if you are analyzing % transmittance, record the wavelength of light; if you are titrating, record the molarity of solution used.

Only the title, the objective and plan are to be in future tense. The rest of the lab write up is a **record of what you did, not an instruction manual**. Therefore, you will be writing in the past tense. Since you will usually have a lab partner, it is appropriate to use "we". You may also abbreviate and use bullet points and no subject. Report your actual procedure; do not write as if this is an instruction manual!

Some instructors will insist on active voice (We added 30 mL . . .) while others will insist on passive voice (Zinc, 5.0 g, was allowed to react with . . .). I do not care which voice you use.

- **Data:** Record the data during the experiment; do not record on scraps of paper for later transfer into your notebook. All of the original data should be found somewhere on the left hand page whereas the right hand page should be a neat presentation of your data.
  - Use the correct number of significant digits; this will eliminate the need to specify exactly what dispensing device (e.g. graduated cylinder vs. volumetric pipette) you used.
  - Record actual measurements—for example, initial and final burette readings, starting and ending time—not the difference done in your head.
  - Use data tables whenever possible; simple calculations may be included in the data table. Label all tables with a title; "Data Table" is fine if there is only one data table.

# Ap Chemistry Lab Report Guidelines

**National Research Council, Division of  
Behavioral and Social Sciences and  
Education, Center for Education, Board  
on Science Education, Committee on  
High School Laboratories: Role and  
Vision**

## Ap Chemistry Lab Report Guidelines:

**The Success Criteria Playbook** John Almarode, Douglas Fisher, Kateri Thunder, Nancy Frey, 2021-02-05 Provide students a clear view of what success looks like for any process task or product. What does success look like for your students? How will they know if they have learned? This essential component of teaching and learning can be difficult to articulate but is vital to achievement for both teachers and students. The Success Criteria Playbook catapults teachers beyond learning intentions to define clearly what success looks like for every student whether face to face or in a remote learning environment. Designed to be used collaboratively in grade level subject area teams or even on your own the step by step playbook expands teacher understanding of how success criteria can be utilized to maximize student learning and better engage learners in monitoring and evaluating their own progress. Each module is designed to support the creation and immediate implementation of high quality high impact success criteria and includes Templates that allow for guided and independent study for teachers. Extensive STEM focused examples from across the K-12 STEM curriculum to guide teacher learning and practice. Examples of success criteria applied across learning domains and grades including high school content skills, practices, dispositions, and understandings. Ensure equity of access to learning and opportunity for all students by designing and employing high quality high impact success criteria that connect learners to a shared understanding of what success looks like for any given learning intention.

**Illustrated Guide to Home Chemistry Experiments** Robert Bruce Thompson, 2008-04-29 Provides information on setting up an in-home chemistry lab covers the basics of chemistry and offers a variety of experiments.

**America's Lab Report** National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on High School Laboratories: Role and Vision, 2006-01-20 Laboratory experiences as a part of most U.S. high school science curricula have been taken for granted for decades but they have rarely been carefully examined. What do they contribute to science learning? What can they contribute to science learning? What is the current status of labs in our nation's high schools as a context for learning science? This book looks at a range of questions about how laboratory experiences fit into U.S. high schools. What is effective laboratory teaching? What does research tell us about learning in high school science labs? How should student learning in laboratory experiences be assessed? Do all students have access to laboratory experiences? What changes need to be made to improve laboratory experiences for high school students? How can school organization contribute to effective laboratory teaching? With increased attention to the U.S. education system and student outcomes no part of the high school curriculum should escape scrutiny. This timely book investigates factors that influence a high school laboratory experience looking closely at what currently takes place and what the goals of those experiences are and should be. Science educators, school administrators, policy makers, and parents will all benefit from a better understanding of the need for laboratory experiences to be an integral part of the science curriculum and how that can be accomplished.

*Journal of Research of the National Bureau of Standards*, 1975 **An Introductory**

**Guide to EC Competition Law and Practice** Valentine Korah,1994      *Clinical Guide to Laboratory Tests* Norbert W. Tietz,1995 The 3rd edition presents information on common tests as well as rare and highly specialized tests and procedures Biological variables that may affect test results are discussed and a focus is placed on reference ranges diagnostic information clinical interpretation of laboratory data interferences and specimen types Includes a section on molecular pathology and tests have been added in the areas of endocrinology immunochemistry serologic hepatitis testing and more

**Publications of the National Bureau of Standards ... Catalog** United States. National Bureau of Standards,1978

**Carolina Science and Math** Carolina Biological Supply Company,2003      **Dr. Mom's Parenting Guide** Marianne Neifert,Marianne R. Neifert,1996-06 The author of Dr Mom A Guide to Baby and Child Care offers her own hard won philosophy on parenting in the 1990s Realizing that most parents greatest concerns revolve around their child s self esteem Dr Neifert with comforting and compassionate advice offers a positive realistic philosophy on parenting      *Annual Report* University of the State of New York. High School Department,1901      Readers' Guide to Periodical Literature Anna Lorraine Guthrie,1929 An author subject index to selected general interest periodicals of reference value in libraries      **Archives of Pathology & Laboratory Medicine** ,2008      Biology ,1999      Platers' Guide ,1920      Guide to Microforms in Print ,1980

**Educational Screen and Audiovisual Guide** ,1936      *The United States Catalog* ,1924      **Labor Arbitration Reports** ,1990      **The Brass World and Platers Guide** ,1920      *The University of Virginia Record* University of Virginia,2007

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