

PRSEF USE ONLY
 Student Name _____
 Teacher _____
 School _____

Project # _____ Feedback Form – Junior Division

The purpose of this form is to provide one judge's assessment of the strengths and weaknesses of the student's work in order to improve future projects. It does not indicate how well the student performed with respect to other PRSEF participants.

| Judging Criteria | Outstanding | Above expectations | At Expectations | Areas for Improvement | Points |
|---------------------------------|---|---|---|---|-----------------|
| Concept Formation | <input type="checkbox"/> The student independently developed an original concept | <input type="checkbox"/> The student independently developed the concept | <input type="checkbox"/> The student developed the concept with some assistance | <input type="checkbox"/> The student should develop the concept based upon his/her personal interests | <u> </u> /20 |
| | <input type="checkbox"/> Hypothesis is original, is stated clearly, and is reinforced by scholarly references | <input type="checkbox"/> Hypothesis is stated clearly and is reinforced by additional research | <input type="checkbox"/> Hypothesis is stated clearly | <input type="checkbox"/> State the hypothesis more clearly, reinforce it with additional research | |
| Conduct of Experiment | <input type="checkbox"/> The student independently recognized the need for controls, used them correctly, and recognized additional controls | <input type="checkbox"/> The student independently recognized the need for controls and used them correctly | <input type="checkbox"/> With some assistance the student recognized the need for controls and used them correctly | <input type="checkbox"/> Learn more about experimental control and its correct use | <u> </u> /20 |
| | <input type="checkbox"/> The data results are presented clearly with limitations indicated | <input type="checkbox"/> The data results are presented clearly | <input type="checkbox"/> The data results are presented | <input type="checkbox"/> Clarify the data results and discuss limitations of the data | |
| | <input type="checkbox"/> Conclusions are based on multiple experiments with many replications of each experiment | <input type="checkbox"/> Conclusions are based on a single experiment with many replications | <input type="checkbox"/> Conclusions are based on a single experiment with few replications | <input type="checkbox"/> Perform more replications in the experiment and gather additional data | |
| Validation of Hypothesis | <input type="checkbox"/> The data are more than adequate to support the conclusions and are clearly presented | <input type="checkbox"/> The data are more than adequate to support the conclusions | <input type="checkbox"/> The data are just adequate to support the conclusions | <input type="checkbox"/> Obtain additional data to better support the conclusions | <u> </u> /20 |
| | <input type="checkbox"/> The student interpreted the data correctly, applied appropriate statistical techniques, clearly described the interpretation | <input type="checkbox"/> The student interpreted the data correctly and clearly described the interpretation | <input type="checkbox"/> The student interpreted the data correctly | <input type="checkbox"/> Review the data and reconsider the interpretation, clarify the interpretation | |
| | <input type="checkbox"/> The student recognizes the limitations of the data and how those limitations could be improved upon | <input type="checkbox"/> The student recognizes the limitations of the data | <input type="checkbox"/> The student presented the data with minimal consideration of limitations | <input type="checkbox"/> Review the data collection method and describe limitations | |
| | <input type="checkbox"/> The student describes a well-organized plan for further research in the studied field | <input type="checkbox"/> The student cites several examples of opportunities for further research in the studied field | <input type="checkbox"/> The student cites one example of an opportunity for further research in the studied field | <input type="checkbox"/> Consider opportunities for further research in the studied field | |
| Visual Presentation | <input type="checkbox"/> Poster is primarily graphs or tables, hypothesis, conclusions, and brief descriptions of methods | <input type="checkbox"/> Text and visually displayed information are balanced on poster | <input type="checkbox"/> Text outweighs visually displayed information | <input type="checkbox"/> Revise the poster to balance text and visually displayed information | <u> </u> /20 |
| | <input type="checkbox"/> Data presentation graphs/tables are used extensively and are clear and concise | <input type="checkbox"/> Data presentation graphs/tables are used extensively | <input type="checkbox"/> Some use of graphs/tables for data presentation | <input type="checkbox"/> Use graphs/tables to present data | |
| | <input type="checkbox"/> Material is well organized and the reader needs no assistance to understand it | <input type="checkbox"/> Material is organized and the reader needs minimal assistance to understand it | <input type="checkbox"/> Material is organized so the reader can navigate through it with help | <input type="checkbox"/> Organize the material to assist the reader | |
| Oral Presentation | <input type="checkbox"/> The student can clearly and spontaneously discuss the project and explain the project's hypothesis, procedure, and conclusions | <input type="checkbox"/> The student can clearly discuss the project and explain the project's hypothesis, procedure, and conclusions | <input type="checkbox"/> The student can discuss the project and explain the project's hypothesis, procedure, and conclusions | <input type="checkbox"/> Become more familiar with the project's hypothesis, procedure, and conclusions | <u> </u> /20 |
| | <input type="checkbox"/> The student handles all questions well – Leads the judge through the discussion | <input type="checkbox"/> The student handles most questions well - Leads the judge through the discussion | <input type="checkbox"/> The student handles most questions well - Follows the judge's lead through the discussion | <input type="checkbox"/> Become more comfortable with describing the project and answering questions about it | |

Judge's Constructive Comment/Suggestion: