

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 Student performed with respect to other PRSEF participants.

Judging Criteria	Outstanding	Above expectations	At Expectations	Areas for Improvement	Points
Concept Formation	<input type="checkbox"/> Concept independently developed and novel	<input type="checkbox"/> Concept independently developed	<input type="checkbox"/> Concept developed with some assistance	<input type="checkbox"/> Student should develop concept based upon personal interests	<u> </u> /20
	<input type="checkbox"/> Hypothesis original , stated clearly, and reinforced by scholarly references	<input type="checkbox"/> Hypothesis stated clearly and reinforced by additional research	<input type="checkbox"/> Hypothesis stated clearly	<input type="checkbox"/> State hypothesis more clearly; reinforce with additional research	
Conduct of Experiment	<input type="checkbox"/> Student independently recognized need for controls, used them correctly, and recognized additional controls	<input type="checkbox"/> Student independently recognized need for controls and used them correctly	<input type="checkbox"/> With some assistance student recognized need for controls and used them correctly	<input type="checkbox"/> Learn more about experimental control and correct use	<u> </u> /20
	<input type="checkbox"/> Data presented clearly with limitations indicated	<input type="checkbox"/> Data presented clearly	<input type="checkbox"/> Data presented	<input type="checkbox"/> Clarify data and discuss limitations	
	<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 experiment and gather additional data	
Validation of Hypothesis	<input type="checkbox"/> Data more than adequate to support the conclusions and clearly presented	<input type="checkbox"/> Data more than adequate to support conclusions	<input type="checkbox"/> Data just adequate to support conclusions	<input type="checkbox"/> Obtain additional data to better support conclusions	<u> </u> /20
	<input type="checkbox"/> Interpreted data correctly, clearly described interpretation, and applied appropriate statistical techniques	<input type="checkbox"/> Interpreted data correctly and clearly described interpretation	<input type="checkbox"/> Interpreted data correctly	<input type="checkbox"/> Review data and reconsider the interpretation, clarify interpretation	
	<input type="checkbox"/> Recognizes limitations of data and options to improve	<input type="checkbox"/> Recognizes limitations of data	<input type="checkbox"/> Presented data with minimal consideration of limitations	<input type="checkbox"/> Review data collection method and describe limitations	
	<input type="checkbox"/> Describes a well-organized plan for further research in field studied	<input type="checkbox"/> Cites several examples for further research in field studied	<input type="checkbox"/> Cites one example for further research in field studied	<input type="checkbox"/> Consider opportunities for further research in field studied	
Visual Presentation	<input type="checkbox"/> Primarily graphs or tables, hypothesis, conclusions, and brief description of methods	<input type="checkbox"/> Text and visually displayed information are balanced	<input type="checkbox"/> Text outweighs visually displayed information	<input type="checkbox"/> Revise poster to balance text and visually displayed information	<u> </u> /20
	<input type="checkbox"/> Extensive use of graphs / tables for data presentation which are clear and concise	<input type="checkbox"/> Extensive use of graphs / tables for data presentation	<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 reader needs no assistance to understand	<input type="checkbox"/> Material is organized and reader needs minimal assistance to understand	<input type="checkbox"/> Material is organized so reader can navigate with help	<input type="checkbox"/> Organize material to assist reader	
Oral Presentation	<input type="checkbox"/> Student can clearly and spontaneously discuss the project and explain the hypothesis, procedure, and conclusions	<input type="checkbox"/> Student can clearly discuss the project and explain the hypothesis, procedure, and conclusions	<input type="checkbox"/> Student can discuss the project and explain the hypothesis, procedure, and conclusions	<input type="checkbox"/> Become more familiar with the project’s hypothesis, procedure, and conclusions	<u> </u> /20
	<input type="checkbox"/> Handles all questions well; leads judge through the discussion	<input type="checkbox"/> Handles most questions well; leads judge through the discussion	<input type="checkbox"/> 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:

Judge’s Initials