

PRSEF USE ONLY  
 Student Name \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 School \_\_\_\_\_

**Project # \_\_\_\_\_ Feedback Form – Junior TEAM 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
<b>Concept Formation</b>	<input type="checkbox"/> Concept independently developed and <b>novel</b> <input type="checkbox"/> Hypothesis <b>original</b> , stated clearly, and reinforced by <b>scholarly</b> references	<input type="checkbox"/> Concept <b>independently</b> developed <input type="checkbox"/> Hypothesis stated clearly and reinforced by <b>additional</b> research	<input type="checkbox"/> Concept developed <b>with some assistance</b> <input type="checkbox"/> Hypothesis <b>stated clearly</b>	<input type="checkbox"/> Student should develop concept based upon personal interests <input type="checkbox"/> State hypothesis more clearly; reinforce with additional research	<u>    </u> /19
<b>Conduct of Experiment</b>	<input type="checkbox"/> Student independently recognized need for controls, used them correctly, <b>and recognized additional controls</b> <input type="checkbox"/> Data presented clearly <b>with limitations indicated</b> <input type="checkbox"/> Conclusions are based on <b>multiple</b> experiments with many replications <b>of each experiment</b>	<input type="checkbox"/> Student <b>independently</b> recognized need for controls and used them correctly <input type="checkbox"/> Data presented <b>clearly</b> <input type="checkbox"/> Conclusions are based on a <b>single</b> experiment with <b>many</b> replications	<input type="checkbox"/> <b>With some assistance</b> student recognized need for controls and used them correctly <input type="checkbox"/> Data <b>presented</b> <input type="checkbox"/> Conclusions are based on a <b>single</b> experiment with <b>few</b> replications	<input type="checkbox"/> Learn more about experimental control and correct use <input type="checkbox"/> Clarify data and discuss limitations <input type="checkbox"/> Perform more replications in experiment and gather additional data	<u>    </u> /19
<b>Validation of Hypothesis</b>	<input type="checkbox"/> Data more than adequate to support the conclusions <b>and clearly presented</b> <input type="checkbox"/> interpreted data correctly, clearly described interpretation, and <b>applied appropriate statistical techniques</b> <input type="checkbox"/> Recognizes limitations of data <b>and options to improve</b> <input type="checkbox"/> Describes a <b>well-organized plan</b> for further research in field studied	<input type="checkbox"/> Data <b>more than</b> adequate to support conclusions <input type="checkbox"/> interpreted data correctly and <b>clearly described interpretation</b> <input type="checkbox"/> <b>Recognizes</b> limitations of data <input type="checkbox"/> Cites <b>several</b> examples for further research in field studied	<input type="checkbox"/> Data <b>just adequate</b> to support conclusions <input type="checkbox"/> Interpreted data <b>correctly</b> <input type="checkbox"/> Presented data with <b>minimal consideration</b> of limitations <input type="checkbox"/> Cites <b>one</b> example for further research in field studied	<input type="checkbox"/> Obtain additional data to better support conclusions <input type="checkbox"/> Review data and reconsider the interpretation, clarify interpretation <input type="checkbox"/> Review data collection method and describe limitations <input type="checkbox"/> Consider opportunities for further research in field studied	<u>    </u> /19
<b>Visual Presentation</b>	<input type="checkbox"/> <b>Primarily</b> graphs or tables, hypothesis, conclusions, and <b>brief</b> description of methods <input type="checkbox"/> <b>Extensive</b> use of graphs / tables for data presentation <b>which are clear and concise</b> <input type="checkbox"/> Material is <b>well</b> organized and reader needs <b>no</b> assistance to understand	<input type="checkbox"/> Text and visually displayed information are <b>balanced</b> <input type="checkbox"/> <b>Extensive</b> use of graphs / tables for data presentation <input type="checkbox"/> Material is organized and reader needs <b>minimal</b> assistance to understand	<input type="checkbox"/> Text <b>outweighs</b> visually displayed information <input type="checkbox"/> <b>Some</b> use of graphs / tables for data presentation <input type="checkbox"/> Material is organized so reader can navigate <b>with help</b>	<input type="checkbox"/> Revise poster to balance text and visually displayed information <input type="checkbox"/> Use graphs / tables to present data <input type="checkbox"/> Organize material to assist reader	<u>    </u> /19
<b>Oral Presentation</b>	<input type="checkbox"/> Student can clearly and <b>spontaneously</b> discuss the project and explain the hypothesis, procedure, and conclusions <input type="checkbox"/> Handles <b>all</b> questions well; leads judge through the discussion	<input type="checkbox"/> Student can <b>clearly</b> discuss the project and explain the hypothesis, procedure, and conclusions <input type="checkbox"/> Handles <b>most</b> questions well; <b>leads</b> judge through the discussion	<input type="checkbox"/> Student <b>can discuss</b> the project and <b>explain</b> the hypothesis, procedure, and conclusions <input type="checkbox"/> Student handles <b>most</b> questions well; <b>follows</b> the judge's lead through the discussion	<input type="checkbox"/> Become more familiar with the project's hypothesis, procedure, and conclusions <input type="checkbox"/> Become more comfortable with describing the project and answering questions about it	<u>    </u> /19
<b>Team Work</b>	<input type="checkbox"/> Each team member has done an equal amount of work; has detailed knowledge and a <b>deep understanding</b> of all aspects of the project, including work that they did not do	<input type="checkbox"/> Each team member has done an equal amount of work and has detailed knowledge of aspects of the project <b>that they did not do</b>	<input type="checkbox"/> Each team member has done an <b>equal</b> amount of work, have detailed knowledge <b>of their part</b> of the project and can explain the entire project	<input type="checkbox"/> Coordinated efforts are not reflected; team members should become more familiar with the entire project	<u>    </u> /5

Judge's Constructive Comment/Suggestion: \_\_\_\_\_

Judge's Initials \_\_\_\_\_