**6th Grade Science Panelist Feedback Form**

Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Instructions:*** *Rate each of the following skill requirements on a scale of 1 to 4.*

4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement

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| **4** | **3** | **2** | **1** | **Content** |
|  |  |  |  | Students engage their audience through a clever hook. |
|  |  |  |  | Problem is thoroughly explained. |
|  |  |  |  | Presentation provides research/evidence that supports the group’s solution. Presenters mention why water supply is limited. Presenters describe research through different lenses. |
|  |  |  |  | Presentation provides the group’s reasoning to support their solution. (This is where the group comes up with their OWN solution based on their research and their opinions) |
|  |  |  |  | Conclusion provides realistic next steps. Water conservation strategies should be mentioned. |
| **4** | **3** | **2** | **1** | **Presentation** |
|  |  |  |  | Presenters enunciate clearly, including domain-specific and/or technical vocabulary. |
|  |  |  |  | Presenters project voices to reach all members of audience. |
|  |  |  |  | Presenters use formal language throughout (spoken and written) presentation. |
|  |  |  |  | Visual aid(s) are effective for the topic and audience. |
|  |  |  |  | Presenters use effective eye contact and body language to support the tone of presentation |
|  |  |  |  | Presentation engages and interests the audience. |
|  |  |  |  | All group members participated. |

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| What the group did well: | Opportunities for improvement: |
|  |  |