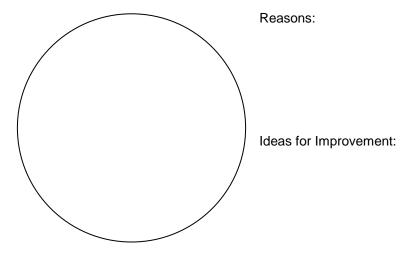
## Festival of Dangerous Ideas Peer and Self-Assessment

1.	What are two 'big ideas' that you know (for sure?) because of this task?				
2.	What did you learn about the process of researching, developing your ideas, and project planning?				
3.	How will your active involvement in the Festival of Dangerous Ideas change the way you look at ideas?				
4.	Refer to the rubric provided and highlight the comments that apply to your project, taking into account whether or not you have demonstrated your learning about your dangerous idea.				
Divide the pie to illustrate how each member of your group participated. Write down their names in the					

Divide the pie to illustrate how each member of your group participated. Write down their names in the appropriate section. Below give reasons why you divided up the pie as you did and suggest things you might do to improve the cooperative sharing of the group.



	Approaching	Developing	Proficient	Exemplary
<b>Process</b> Work Habit	<ul> <li>Wrote notes which included a majority of facts which did not answer the research questions. Most or all notes were copied word-for-word from the original source</li> <li>Notes, outline and research are disorganized</li> <li>No parts of the assignment were completed on time</li> <li>Student frequently wasted time or was off-task</li> <li>Student demonstrated little or no planning</li> </ul>	Wrote notes which included irrelevant facts which did not answer the research questions. Some notes were copied directly from the original source     Notes, outline and research are somewhat organized     Some parts of the assignment were completed and submitted on time     Student sometime wasted time or was off-task     Student demonstrated an average degree of planning	<ul> <li>Notes include facts that answered most of the research questions and were written in the student's own words</li> <li>Notes, outline and research are organized</li> <li>Most parts of the assignment were completed and submitted on time</li> <li>Student participated most of the time and was on task most of the time</li> <li>Student demonstrated appropriate planning</li> </ul>	Notes include concise key facts which directly answered all of the research questions and were written in the student's own words Notes, outline and research are organized All parts of the assignment were completed and submitted on time Student participated fully, used effective time management, and was always on-task in class Student demonstrated a high degree of planning
Content	Components are not complete	All five required components addressed but not completed	All five required components have been completed	All five required components have been thoroughly completed
Critical Thinking	<ul> <li>Does not connect the context of the idea or its conception to its level of danger</li> <li>Does not direct connections to short and long-term impact of the idea revealing critical thinking</li> <li>Provides limited analysis of the importance of the idea and does not provides an assessment of how dangerous the idea is</li> </ul>	<ul> <li>Demonstrates a simplistic connection between the context of the idea or its conception to its level of danger</li> <li>Makes some connections to short and long-term impact of the idea revealing critical thinking</li> <li>Argues the importance of the idea and provides a minimal assessment of how dangerous the idea is</li> </ul>	<ul> <li>Connects the context of the idea and its conception to its level of danger</li> <li>Makes some connections to short and long-term impact of the idea revealing critical thinking</li> <li>Argues the importance of the idea and provides a well-developed assessment of how dangerous the idea is</li> </ul>	<ul> <li>Clearly connects the context of the idea and its conception to its level of danger</li> <li>Makes direct connections to short and long-term impact of the idea</li> <li>Argues the importance of the idea and provides a thorough assessment of how dangerous the idea is</li> </ul>
Communication of Ideas	<ul> <li>Minimally communicates an interpretation of the idea</li> <li>Physical project is messy/sloppy or unclear</li> <li>Demonstrates little or no attention to detail</li> <li>Project is unclear and errors impede ability to understand.</li> <li>Little or no evidence of proofreading</li> </ul>	<ul> <li>Attempts to communicates an original interpretation of the idea</li> <li>Evidence of some care in producing physical project</li> <li>Demonstrates some attention to detail</li> <li>Project entry is clear despite errors.</li> <li>Proofreading could have reduced errors</li> </ul>	<ul> <li>Clearly communicates an original interpretation of the idea</li> <li>Evidence of considerable care in producing physical project</li> <li>Demonstrates attention to detail</li> <li>Project has minor errors which do not impede understanding</li> <li>Shows evidence of careful proofreading</li> </ul>	<ul> <li>Clearly communicates an original interpretation of the idea</li> <li>Physical project is eye-catching and interactive</li> <li>Demonstrates attention to detail</li> <li>Project has few noticeable errors and communication is very clear</li> <li>Evidence of careful proofreading</li> </ul>