**Peer Evaluation #1 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Peer Being Evaluated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DIRECTIONS: Read through each category and its criteria***.*  Place a check plus next to those you believe your classmate completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that your classmate completed but not very well, and place an X next to the criteria not completed at all.
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*\*.

* **CONTENT COVERED/ EFFECTIVENESS**

\_\_\_\_\_ \_\_\_\_\_Peer created a snappy, attention grabbing title and/or quote that accurately reflects the issue
\_\_\_\_\_ \_\_\_\_\_Peer included an objective question that got to the heart of the issue; did not lead people responding in any one direction
\_\_\_\_\_ \_\_\_\_\_Peer Addressed a policy, issue, or concept issue in a thoughtful and respectful manner with both(all) sides represented\_\_\_\_\_ \_\_\_\_\_Poster Board has a clear arguments and verifiable facts (included citation of where they came from somewhere on Poster Board)

\_\_\_\_\_ \_\_\_\_\_Poster Board Background was written with cohesive sentences free of distracted spelling, punctuation, or grammatical errors

\_\_\_\_ \_\_\_\_\_\_Poster Board is of adequate length to explain proposal for the layman and was easy to read and understand

\_\_\_\_\_ \_\_\_\_\_Peer Got material across in a way that informed readers to easily understand the issue and respond intelligently

\_\_\_\_\_ \_\_\_\_\_Peer Included Debate Instructions for participants and a section to respond to the question posed

\_\_\_\_\_ \_\_\_\_\_Poster Board Gave the opportunity for participants to share relevant, informed, and intelligent comments

\_\_\_\_\_ \_\_\_\_\_Poster Board was dynamic with interesting elements to draw attention; not boring, dull, or blah but not distractedly so

\_\_\_\_\_ \_\_\_\_\_Poster board was neat, did not look thrown together and appropriate for the classroom

**Comments**:

1. List and discuss 2-3 positives of the project

2. List and discuss 2-3 critiques of the project or areas of improvement

3. Final Thoughts:

**Peer Evaluation #2 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Peer Being Evaluated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DIRECTIONS: Read through each category and its criteria***.*  Place a check plus next to those you believe your classmate completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that your classmate completed but not very well, and place an X next to the criteria not completed at all.
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*\*.

* **CONTENT COVERED/ EFFECTIVENESS**

\_\_\_\_\_ \_\_\_\_\_Peer created a snappy, attention grabbing title and/or quote that accurately reflects the issue
\_\_\_\_\_ \_\_\_\_\_Peer included an objective question that got to the heart of the issue; did not lead people responding in any one direction
\_\_\_\_\_ \_\_\_\_\_Peer Addressed a policy, issue, or concept issue in a thoughtful and respectful manner with both(all) sides represented\_\_\_\_\_ \_\_\_\_\_Poster Board has a clear arguments and verifiable facts (included citation of where they came from somewhere on Poster Board)

\_\_\_\_\_ \_\_\_\_\_Poster Board Background was written with cohesive sentences free of distracted spelling, punctuation, or grammatical errors

\_\_\_\_ \_\_\_\_\_\_Poster Board is of adequate length to explain proposal for the layman and was easy to read and understand

\_\_\_\_\_ \_\_\_\_\_Peer Got material across in a way that informed readers to easily understand the issue and respond intelligently

\_\_\_\_\_ \_\_\_\_\_Peer Included Debate Instructions for participants and a section to respond to the question posed

\_\_\_\_\_ \_\_\_\_\_Poster Board Gave the opportunity for participants to share relevant, informed, and intelligent comments

\_\_\_\_\_ \_\_\_\_\_Poster Board was dynamic with interesting elements to draw attention; not boring, dull, or blah but not distractedly so

\_\_\_\_\_ \_\_\_\_\_Poster board was neat, did not look thrown together and appropriate for the classroom

**Comments**:

1. List and discuss 2-3 positives of the project

2. List and discuss 2-3 critiques of the project or areas of improvement

3. Final Thoughts:

**Self-Evaluation Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SOTU Poster Board Project/Harkness Grading Sheet:**

 **DIRECTIONS: Read through each category and its criteria***. Complete either or both columns to give yourself an accurate grade.*

In the LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all.

In the RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*

 **SOTU Poster Board Project Your Grade**

* **PREPARATION/TIME INVESTED (1-15):** \_\_\_\_\_\_\_\_\_/15

\_\_\_\_\_ \_\_\_\_\_Properly used class time and did NOT waste ANY class time

\_\_\_\_\_ \_\_\_\_\_Put in multiple hours outside of class to complete this project and/or the weekend working on the Poster Board Project

\_\_\_\_\_\_ \_\_\_\_Researched recent events or recent jurisprudence that relates to my topic/court case

\_\_\_\_\_ \_\_\_\_\_Gathered necessary information for other to be knowledgeable about policy, issue, or concept

\_\_\_\_\_ \_\_\_\_\_If in group, an attribute and not a parasite; put in an equal amount of work as partners and did not inhibit work

\_\_\_\_\_ \_\_\_\_\_Spent necessary time on project to make poster board effective by fulfilling the project’s requirements

* **CONTENT COVERED/ EFFECTIVENESS (1-15):** \_\_\_\_\_\_\_\_\_/15

\_\_\_\_\_ \_\_\_\_\_Created a snappy, attention grabbing title and/or quote that accurately reflects the issue
\_\_\_\_\_ \_\_\_\_\_Included an objective question that got to the heart of the issue and did not lead people responding in any one direction
\_\_\_\_\_ \_\_\_\_\_Addressed a policy, issue, or concept issue in a thoughtful and respectful manner with both(all) sides represented\_\_\_\_\_ \_\_\_\_\_Poster Board has a clear arguments and verifiable facts (included citation of where they came from somewhere on Poster Board)

\_\_\_\_\_ \_\_\_\_\_Background of issue was written with cohesive sentences free of distracted spelling, punctuation, or grammatical errors

\_\_\_\_ \_\_\_\_\_\_Poster Board is of adequate length to explain proposal for the layman and was easy to read and understand

\_\_\_\_\_ \_\_\_\_\_Got material across in a way that informed readers to easily understand the issue and respond intelligently

\_\_\_\_\_ \_\_\_\_\_Included Debate Instructions for participants and a section to respond to the question posed

\_\_\_\_\_ \_\_\_\_\_Poster Board Gave the opportunity for participants to share relevant, informed, and intelligent comments

\_\_\_\_\_ \_\_\_\_\_Poster Board was dynamic with interesting elements to draw attention; not boring, dull, or blah but not distractedly so

\_\_\_\_\_ \_\_\_\_\_Poster board was neat, did not look thrown together and appropriate for the classroom

* **PEER EVALUATION/SELF-EVALUATION (1-05):** \_\_\_\_\_\_\_\_\_/05

\_\_\_\_\_ \_\_\_\_\_Read, followed directions, and took your time when completing peer/self-evaluation rubrics
\_\_\_\_\_ \_\_\_\_\_Gave complements when appropriate
\_\_\_\_\_ \_\_\_\_\_Feedback included necessary constructive criticism when elements of Poster Board where incomplete, missing, or defective
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers; only gave yourself a 10 if your performance was PEFERCT and a model for future classes
\_\_\_\_\_ \_\_\_\_\_Placed the appropriate mark next to EACH category and did not just give yourself 100% in **each** section; used ½ points

\_\_\_\_\_ \_\_\_\_\_Answered EACH of the reflection questions in minimally 3+ sentences and in as much detail as possible

 **TOTAL\_\_\_\_\_\_\_\_\_\_\_/35 or \_\_\_\_\_\_\_\_\_\_\_%**

SOTU Harkness Topics: The topics below should be the Focus of our Harness; Additional Time Can be Used to Discuss Poster Board Topics

* Voting Rights:
* John Lewis Voting Rights Act
* Immigration Reform:
* Securing Borders (Technology) to Combat Drug and Human Traffickers (Cartels)
* Immigration Reform making it Easier to Legally Naturalize and/or Stay in U.S.
* Cancer:
* Find Cure (Moon Shot)
* Guns:
* Ghost Guns
* Universal Background Checks (tie to terrorist watch List)
* Ban Assault weapons and High Capacity Clips/Magazines
* Repeal Liability Shield of Gun Manufacturers

 **SOTU Harkness Your Grade**

* **PREPARATION AND RESEARCH (1-15):** \_\_\_\_\_\_\_\_\_/15

\_\_\_\_\_ \_\_\_\_\_Utilized class time to research Each of the Four topics listed above
\_\_\_\_\_ \_\_\_\_\_**Discussed with one or both** Parents**, grandparent, and/or adult in one’s life Each of the Four topics listed above**
\_\_\_\_\_ \_\_\_\_\_Filled in the gaps between what you thought you knew about the issues and the information you learned through the above conversation(s)

\_\_\_\_\_ \_\_\_\_\_Familiarized yourself with the related themes so you feel confident discussing them in the Harkness
\_\_\_\_\_ \_\_\_\_\_Spent the Necessary **Out of Class Time** to develop questions you still had to be successful and an attribute in the Harkness
\_\_\_\_\_ \_\_\_\_\_Read each of your Peers Poster Boards and was prepared to talk about any Poster Board issue raised in the Harkness
\_\_\_\_\_ \_\_\_\_\_Gathered information to be effective in deliberation & Attached and turned in Research Notes with rubric and other documents

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION (1-15):** \_\_\_\_\_\_\_\_\_/15

\_\_\_\_\_ \_\_\_\_\_Made reference to individual research including data, state, etc found or anecdotes and opinions from parents, peers, etc
**\_\_\_\_\_ \_\_\_\_\_**Kept ungrounded opinions (those that could not be substantiated and backed up by data/evidence to prove one’s case) out of discussion
\_\_\_\_\_ \_\_\_\_\_Got material across in a way that was informative and easily understood; use of anecdotes was to reinforce NOT as sole rationale for position

\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments just to fulfill participation

\_\_\_\_\_ \_\_\_\_\_Asked questions of the interpretation of others and Utilized ***clarification*** questions to gain information
\_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant (spoke at least 5 times) **BUT** did not hog the conversation

\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers

\_\_\_\_\_ \_\_\_\_\_Followed proceedings- taking notes when necessary **(Attach your notes to this self-evaluation)**

\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks
\_\_\_\_\_ \_\_\_\_\_Let others speak before you spoke again
 **(general rule to follow: everyone speaks once before anyone speaks twice and at least 3 people spoke before I spoke a third time)**

\_\_\_\_\_ \_\_\_\_\_Did not interrupt peers or tell them “they could not argue that”; Had a positive Attitude during Harkness and Played Well with Others
\_\_\_\_\_ \_\_\_\_\_When asked a question, showed ability to think on feet providing clear main arguments and an understanding of the material
\_\_\_\_\_ \_\_\_\_\_Peers would recognize your research and background knowledge regarding the issue discussed

\_\_\_\_\_ \_\_\_\_\_Peers would have positive comments about your performance
\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation; Felt good about your performance

* **SELF-EVALUATION (1-05):** \_\_\_\_\_\_\_\_/05

\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes
\_\_\_\_\_ \_\_\_\_\_Thoughtfully and Truthfully Answered reflection questions with MINIMALLY three sentences for each question  **TOTAL\_\_\_\_\_\_\_\_\_\_\_/35 or \_\_\_\_\_\_\_\_\_\_\_%**

**TOTAL\_\_\_\_\_\_\_\_\_\_\_/70 or \_\_\_\_\_\_\_\_\_\_\_%**

 **OVERALL PERFORMANCE:** How would you rate **your overall project performance** (1-10)? Justify the ranking. Did the rubric give you the correct grade? If the overall score determined through the rubric is different from the grade you believe you deserve explain why and the grade you believe is warranted.