The "Wait Just a Minute!" Idea Evaluator © 2008, Jamie McKenzie		
Summary of Idea/Proposal:		
Underlying Assumption #1	Veracity Rating Strong Dubious Untenable	
Explanation for Veracity Rating:		
Underlying Assumption #2	Veracity Rating Strong Dubious Untenable	
Explanation for Veracity Rating:		
Underlying Assumption #3	Veracity Rating Strong Dubious Untenable	
Explanation for Veracity Rating:		
Underlying Assumption #4	Veracity Rating Strong Dubious Untenable	
Explanation for Veracity Rating:		

Г

Underlying Assumption #5	Rat □	acity ing Strong Dubious Untenable	
Explanation for Veracity Rating:			
Underlying Assumption #6	Ver Rat □	acity ing Strong Dubious Untenable	
Explanation for Veracity Rating:			
Evaluating the Evidence Presented			
		Yes/No	
Is information presented to back up or substantiate the proposal o strategy?	r		
Is the source of the information or data reliable, unbiased and trustworthy?			
Is the information sufficient to make the case?			
What information is missing?			
Is there any way to challenge, debunk or triangulate?			
Evaluating the Logic of the Arguments/Strategies Presented			
		Yes/No	
Does the proposal make sense? Does it seem well constructed ar well thought out?	nd		
Have the authors carefully assessed the pros and cons of all optic available?	ons		
Did their assessment include the kind of evidence and data mention above, or did the authors rely upon gut feelings, faith and personal preferences?			
How thoroughly did the authors ground their proposal in an analysis what might happen (i.e., go right or go wrong)? Was this analysis based on what has happened in the past? How did they substantia their predictions of what might happen? Did they pay enough attent to uncertainties? Did they indulge in wishful thinking? Did they cov the bases?	ate ntion		
Did the authors approach the issue dispassionately? Were they from bias and ideology? Did they anchor their judgments in reasonable standards to help assess value?			

© 2008, Jamie McKenzie – This form may be duplicated by teachers for use with students but may not otherwise be published or printed in any medium without explicit permission from the author, Jamie McKenzie to be erached at mckenzie@fno.org