



WSMC High School Competition

Learn This!

2011 Team Project

SCORING GUIDE for the 2011 WSMC Team Project

Your work on this project will result in three "products." The first will be a set of three Web-based learning guides. The second will be a very brief presentation of one of the learning guides before an audience and a panel of judges. The third will be a display of some kind that you will use to summarize your work for students, judges and other interested passersby. In all three you will need to explain why you did what you did in your learning guides. In the final evaluation, the learning guides will account for 70% of the total points. The presentation will account for 15% and the display will account for the remaining 15%. The learning guides, the presentation, and the display will be evaluated according to your performance on the criteria given below. You will receive 0 - 4 points on each of these criteria. When you meet expectations for a criterion, you will be given 3 points for that criterion. Four points will be given to those who, in the judgment of the evaluators, exceed expectations. Zero points will be awarded if there is no effective response.

I. The Learning Guides (70%) *Each of the three learning guides should consist of a Web site. The sites will be very limited in terms of the technology you may employ. Each site can have a maximum of: ten (10) pages, thirty (30) graphics, two (2) videos. ALL content must be of your own creation. You must have an introductory page that serves also as a table of contents with links to each of the learning guides.*

Addressing and introducing the problem 12 points

4 points	Address the task that was given
	Your work on this project as a whole directly addresses the task that was described for you. The task has not been substantially modified.
4 points	Introduce the task
	The task you are addressing with this project is clearly and succinctly described on the Web site's introductory page. The description allows a site user to understand what you are trying to accomplish.
4 points	Communicate the structure for the learning guides
	The common structure used in the learning guides (5 E) is briefly explained on the introductory page. Users know what to expect when they access the three learning guides that are linked on this introductory page.

The 5 Es 40 points

4 points	Engage
	The material on this page(s) has strong potential to engage learners.
4 points	Explore
	The material on this page(s) enables and encourages the development of understanding through exploration of the most central concept(s) in this topic area.
4 points	Explain
	The material on this page(s) moves beyond exploration toward the development of procedural proficiency and hence the ability to explain as well as to apply the understanding efficiently.
4 points	Elaborate
	The material on this page(s) enables the user to deepen their understanding through applications and connections to other aspects of math
4 points	Evaluate
	The material on this page(s) allows the user to evaluate his or her level of achievement with regard to this topic.

Mathematics 24 points

4 points	The mathematics you use must be central You have selected mathematical concepts and procedures (algorithms, techniques, models, etc.) that have the potential to represent the most important aspects of the topic effectively. A K-12 math education “expert*” would probably make the same selection.
4 points	The mathematics you use must be adequate / sufficient The mathematical concepts and procedures you selected enable you to address the problem effectively and efficiently. You’ve done enough.
4 points	The mathematics you use must be correct You have used the mathematical tools (algorithms, techniques, procedures, models, etc.) successfully. There are no substantial mistakes in your mathematics.

The functionality and clarity of your Web site 8 points

4 points	Functionality Your site works well, is easy to navigate, functions smoothly on the most common Web browsers (IE and Firefox) and platforms (Windows and Mac).
4 points	Clarity and correctness The emphasis is on learning math rather than on flashy Web design. You have very few (less than one per page?) grammatical errors.**

/84	Total for Report (/84)*70=
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II. The Display (15%)

On the day of the contest, you will set up and "staff" a display where you will talk with people about your investigation. You should have some sort of visual display that summarizes the highlights of your work. (It should be something that observers can see from at least 5 feet away so don't count on using your laptop to show a Web page without projection.) This, however, is only part of the process. More importantly, you should be prepared to summarize the your work generally and to answer specific questions from judges and students about your work. These questions can cover any aspect of the work you have done, including details from the learning guides and will allow the judges to continue their evaluation of the project. Your display will be set up in an area that is available to all of the participants in the contest and so you may also get questions from others who are interested in your work. At least one member of the team should be present at all times except during the presentation of the project.

The Display 12 points. Your display and the people supporting it must:

4 points	Explain your interpretation of the project Your display and your verbal explanation should allow a competent and interested reader or listener to understand the basis of the project as you addressed it.
4 points	Explain and justify the approach you took Your display and your verbal explanation should allow a competent and interested reader or listener to understand why you selected and how you used major mathematical tool and techniques in your learning guides.
4 points	Explain the strengths and weaknesses of your work on the project Your display and your verbal explanation should communicate, briefly, your analysis of what you did particularly well and where you might have been able to improve.

/12	Total for Display (/12)*15=
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III. The Presentation (15%)

On the day of the contest, your team will give a very brief (approximately five minutes) presentation summarizing your project. This is a very short time. The evaluation of the presentation will focus on your communication skills more than on the quality of the mathematics, which receives primary emphasis in the learning guides and display.

The Presentation **24 points.** **Your presentation must:**

4 points	Be informative. Your presentation should include sufficient information so as to enable listeners to understand what you did to support learning in at least (and perhaps at most) one of your learning guides.
4 points	Be clear. The style, structure, and sequence of your presentation should enable listeners to easily understand your work on the project.
4 points	Be compelling. The style, structure, and sequence of your presentation should keep listeners engaged, involved, and interested.
4 points	Be succinct. Your presentation must be completed within the time allowed (Five minutes).
4 points	Be responsive to questions. Be prepared to answer reasonable questions from the audience or judges. Allow approximately one minute for this.

/20	Total for Presentation (/20)*15=
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	Grand Total
	+ + =

Comments:

* An “expert” is someone who is very familiar with the context of this question and who has a very competent and informed grasp of k-12 mathematics education.

** You should have the report proof read by an expert. How about an English teacher?

Submit you website link for **Regionals** to Dr. Mark Roddy (mroddy@seattleu.edu) by **12 noon on February 22, 2011**. If your project qualifies for State, you may use the input from Regionals and revise your project. You must re-submit for **State** (even if you do not make revisions) and that deadline is **12 noon on April 1, 2011**.