Group: Flying Fishers Date: 10/06/05

Member A: Jennifer Foleg

Member B: April Stallings

Member C: Sam Sterling

Physical Simulation

total we	Total
A A A A A A A A A A A A A A A A A A A	- Litima
Pulled out	population
	01.0
23	368
49	284.2
20	106.66
	23 49

252,960 N253

Computer Simulation

Participant	amount of time	M	m	u	n	N
С	1 minute	42	13	43	56	180.9
A	90 sec.	12-7	75	62	137	231.98
В	15 sec.	29	3	28	3(299,66

1238

HIT HIT 1111

Math - Problem Solving : How Many Fish Are In My Pond?

Teacher Name: Mr. O'Connor

Student Name: _____ Folia

teacher cons

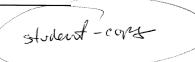
CATEGORY	4	3	2	1
CATEGORY	1	Explanation shows	Explanation shows	Explanation shows
Mathematical			some understanding	very limited
Concepts	complete		of the mathematical	understanding of the
			concepts needed to	underlying concepts
4	matromation.		solve the problem(s).	needed to solve the
1	001.100	solve the problem(s).	30140 tilo problem(e).	problem(s) OR is not
	COLLO STORES	Uses effective	Some evidence of	Little evidence of
Mathematical	Uses complex and refined mathematical	mathematical	mathematical	mathematical
Reasoning	Tomica manieman		reasoning.	reasoning.
7	reasoning.	16asoning	100.001	_
3				
Strategy/Procedures	Typically, uses an	Typically, uses an	Sometimes uses an	Rarely uses an
Strategy/Procedures	efficient and effective	effective strategy to	effective strategy to	effective strategy to
í	strategy to solve the	solve the problem(s).	solve problems, but	solve problems.
4	problem(s).	()	does not do it	
,	problem(s).		consistently.	
Explanation	Explanation is	Explanation is clear.	Explanation is a little	Explanation is difficul
Explanation	detailed and clear.		difficult to understand,	to understand and is
			but includes critical	missing several
4			components.	components OR was
'				not included.
			Student sometimes	Student rarely listens
Use of Computer -	Student always listens	Student typically		and often "plays" with
manquiatores	and follows directions	listens and follows	listens and follows	the computer instead
1	land only uses	directions and uses	directions and uses	of using them as
ı f	computer as	computer as	computer appropirately when	instructed.
4	instructed.	instructed most of the	reminded.	inistructeu.
	Or I I I was listans	time. Student typically	Student sometimes	Student rarely listens
Use of Computer	Student always listens	listens and follows	listens and follows	and often "plays" with
_	and follows directions	directions and uses	directions and uses	the computer instead
\int	and only uses	1	computer	of using them as
1 4	computer as	computer as instructed most of the		instructed.
,	instructed.	time.	reminded.	
Marking with Others	Student was an	Student was an	Student cooperated	Student did not work
Working with Others	engaged partner,	engaged partner but	with others, but	effectively with other
. /	listening to	had trouble listening	needed prompting to	
1 4	suggestions of others	to others and/or	stay on-task.	
1	and working	working cooperatively	1 .	
	cooperatively			
Completion	All problems are	All but 1 of the	All but 2 of the	Several of the
Completion	completed.	problems are	problems are	problems are not
	J	completed.	completed.	completed.
1 X		· '		
	1	1	i .	1
/ \				

Math - Problem Solving : How Many Fish Are In My Pond?

Jennifer Folea

Teacher Name: Mr. O'Connor

Student Name:



CATEGORY	4	3	2	1
Mathematical Concepts Mathematical	Explanation shows complete understanding of the mathematical concepts used to solve the problem(s). Uses complex and	Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s). Uses effective	Explanation shows some understanding of the mathematical concepts needed to solve the problem(s). Some evidence of	Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not Little evidence of
Reasoning	refined mathematical reasoning.	mathematical reasoning	mathematical reasoning.	mathematical reasoning.
Strategy/Procedures	Typically, uses an efficient and effective strategy to solve the problem(s).	Typically, uses an effective strategy to solve the problem(s).	Sometimes uses an effective strategy to solve problems, but does not do it consistently.	Rarely uses an effective strategy to solve problems.
Explanation	Explanation is detailed and clear.	Explanation is clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is difficult to understand and is missing several components OR was not included.
Use of Computer ManipulativeS	Student always listens and follows directions and only uses computer as instructed.		Student sometimes listens and follows directions and uses computer appropirately when reminded.	Student rarely listens and often "plays" with the computer instead of using them as instructed.
Use of Computer	Student always listens and follows directions and only uses computer as instructed.		Student sometimes listens and follows directions and uses computer appropirately when reminded.	Student rarely listens and often "plays" with the computer instead of using them as instructed.
	suggestions of others and working cooperatively	Student was an engaged partner but had trouble listening to others and/or working cooperatively.	Student cooperated with others, but needed prompting to stay on-task.	Student did not work effectively with others.
Completion	All problems are completed.	All but 1 of the problems are completed.	problems are	Several of the problems are not completed.