OBSERVATION FORM FOR THE TEACHER- Paper Airplane MEA

Team: __________________________

Math Concepts Used:
What mathematical concepts and skills did the students use to solve the problem?

Team Interactions:
How did the students interact within their team or share insights with each other?

Data Organization & Problem Perspective:
How did the students organize the problem data? How did the students interpret the task? What perspective did they take?

Tools:
What tools did the students use? How did they use these tools?

Miscellaneous Comments about the team functionality or the problem:

Cycles of Assessment & Justification:
How did the students question their problem-solving processes and their results? How did they justify their assumptions and results? What cycles did they go through?
PRESENTATION FORM – Paper Airplane MEA

Name____________________________________

While the presentations are happening, choose TWO teams to evaluate. Look for things that you like about their solution and/or things that you would change in their solution. You are not evaluating their style of presenting. For example, don’t write, “They should have organized their presentation better.” Evaluate their solution only.

Team ________________________________

What I liked about their solution:

What I didn’t like about their solution:

Team ________________________________

What I liked about their solution:

What I didn’t like about their solution:

After seeing the other presentations, how would you change your solution? If you would not change your solution, give reasons why your solution does not need changes.
1. What mathematical or scientific concepts and skills (e.g. ratios, proportions, forces, etc.) did you use to solve this problem?

2. How well did you understand the concepts you used?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little bit</th>
<th>Some</th>
<th>Most of it</th>
<th>All of it</th>
</tr>
</thead>
</table>

Explain your choice:

3. How well did your team work together? How could you improve your teamwork?

4. Did this activity change how you think about mathematics?