COACH’S COMMENTS

Gertrude: Gertrude is slow getting to the ball.
Beth: She is very agile on her feet.
Jill: Jill’s height could prove to be an asset for any team.
Amy: She is an awesome leaper, but she needs to know when to use it.
Ana: She comes from teams that have not been successful.
Kate: Kate has great quickness to get to the ball after serves.
Rhonda: Rhonda plays best when the team is playing well.
Christina: Her family life has negatively impacted her ability to play well.
Andrea: She is exceptionally strong for her age.
Nikki: She does many things well. In particular she serves well.
Kim: Kim is a great blocker.
Robin: Robin is the hardest worker we’ve ever had at the high school.
Ermalinda: Ermalinda is a girl that others want to be with because whatever event she’s in, she seems to always find a way to win.
Lori: Lori does not always get her serve over the net.
Tina: She is one of the most intense players we have ever seen.
Angie: Her father coaches at a local school.
Ruth: Ruth’s sister is a very good volleyball player at University of Alabama.
Rebecca: Rebecca is very coachable.
THE VOLLEYBALL PROBLEM

Information: The organizers of the volleyball summer camp want to have more competition in the camp’s tournament. Thus, they need a way to fairly divide the campers into teams. They have compiled information about some of the players from tryouts and from the coaches. This information should be used to put together three teams of equal abilities to play volleyball.

The Problem: The camp organizers need you to split the players into three equal teams. In addition to forming these three teams, they need you to write a letter to them describing how you created your three equal teams. They will use your process for the next camp when they need to split a LARGE number of players into equal teams. Thus, you need to make sure that your process for creating teams will also work for a very large number of players.
OBSERVATION FORM FOR TEACHER - Volleyball 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 – Volleyball 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.
STUDENT REFLECTION FORM – Volleyball MEA

Name ___________________________ Date __________________________

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?

Not at all     A little bit     Some     Most of it     All of it

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?