Math Education Program

Signature Assignment for EDME 505
Technology Integration

Student Learning Outcome(s) Assessed:

SLO 4: Integrate contemporary technologies in mathematics planning, teaching, and assessment at the K-8 level.

Description of the Signature Assignment

Candidates design a math lesson plan using web quest. They address objectives, standards, materials, motivation ideas, teaching and learning strategies, procedures of the activity, exampled of it, and the evaluation approach.

Directions for Students

WebQuest is an inquiry-oriented activity in which most or all of the information that learners interact with comes from resources on the internet.

Examples of WebQuest:

Mathematics: http://webquest.sdsu.edu/webquestwebquest.html

    A. Before designing your WebQuest, you need to:

        1. Read about the WebQuest Introduction from websites. Here is an example of the website:

        http://internet4classrooms.com/quest.htm

        Look at other examples from BeachBoard

        2. Plan and sketch on paper how you want your WebQuest to look. Each page of paper should correspond to one webpage.

    B. Your assignment:

- Go to http://zunal.com/ to register your FREE WebQuest (or use your own website)
- Create WebQuest according to your draft work (15 points)

        1. Introduction (2 point)

        2. Task (2 point)

        3. Process (4 points)

        4. Evaluation (2 point)

        5. Conclusion (2 point)

        6. Teacher's Page (3 points)

Your "Teacher's Page" must contain the following:

1. Content Area (and any prerequisites)

2. Grade Level

3. Applicable California State Content Standard(s)

4. See http://www.cde.ca.gov/be/st/ss/

5. Objectives

- Publish your WebQuest: go to publish button and choose "COMPLETION&FEATURED" to publish your WebQuest send your URL to the instructor and your evaluator (send the link to the instructor by 3/9)

- Implement your web lesson to your students

- Write feedback for self-evaluation according to the rubric (2-3 pages)

- Revise your work to make the final version

- Share your work with our class

Scoring Rubric:

	Target (3)	Acceptable (2)	Unacceptable (1)
Introduction	The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.	The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	The introduction relates little to the learner's interests and/or describes a compelling question or problem.
Task	The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards. Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.	The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards. Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.	The task is not related to standards. Task requires simply comprehending or retelling of information found on web pages and answering factual questions.
Process and Resources	Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next. There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task.	Some directions are given, but there is missing information. Students might be confused. There is some connection between the resources and the information needed for students to accomplish the task.	Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this. Resources provided are not sufficient for students to accomplish the task.
Evaluation	Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors.	Criteria for success are partially described.	Criteria for success are not described specifically.
Conclusion	Conclusion is clearly stated.	Conclusion is partially stated.	Conclusion is not clearly stated.
Teacher's page	Teacher's page is clearly stated.	Teacher's page is partially stated.	Teacher's page is not clearly stated.
Overall Visual Appeal	Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.	Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.	Graphic elements contribute little to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.
Practice in classroom	Student learning is significant according to student products	Student learning is somewhat significant according to student products	Student learning is little significant according to student products
Reflection	Provides exemplary evidential data that supports and deepens understanding, illuminates relevance, and demonstrates presented concepts, skills, and etc.	Provides evidential data that supports and deepens understanding, indicates relevance, and may not demonstrate presented concepts, skills, and etc.	Provides evidential data that may not support nor deepen understanding, and does not demonstrates presented concepts, skills, and etc.

Evaluation of EDME 505 Signature Assignment
Candidate Name_____

Criteria	Score		
Introduction	1	2	3
Task	1	2	3
Process and Resources	1	2	3
Evaluation	1	2	3
Conclusion	1	2	3
Teacher's page	1	2	3
Overall Visual Appeal	1	2	3
Practice in classroom	1	2	3
Reflection	1	2	3

Legend

Total Points	College of Education Assessment Scale Equivalent
24-27	4 (Exceeds Expectations)
16-23	3 (Meets Expectations)
10-15	2 (Meets Some Expectations)
1-9	1 (Does Not Meet Expectations)
0	0 (Can't Score)